DOCUMENT RESUME

ED 036 959	EC 005 374
TITLE	Exploring Prejudice; Suggestions for Developing Attitudes in the Mentally Retarded.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City. Special Education Curriculum Development Center.
PUB DATE	Dec 69
NOTE	207p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$10.45
DESCRIPTORS	Attitudes, Audiovisual Aids, Bibliographies, Cultural Differences, *Curriculum Guides, *Exceptional Child Education, Instructional Materials, Interpersonal Relationship, Learning Activities, Lesson Plans, *Mentally Handicapped, Minority Groups, Physical Characteristics, *Racial Discrimination, Resource Materials, Role Playing, *Social Discrimination, Teaching Guides

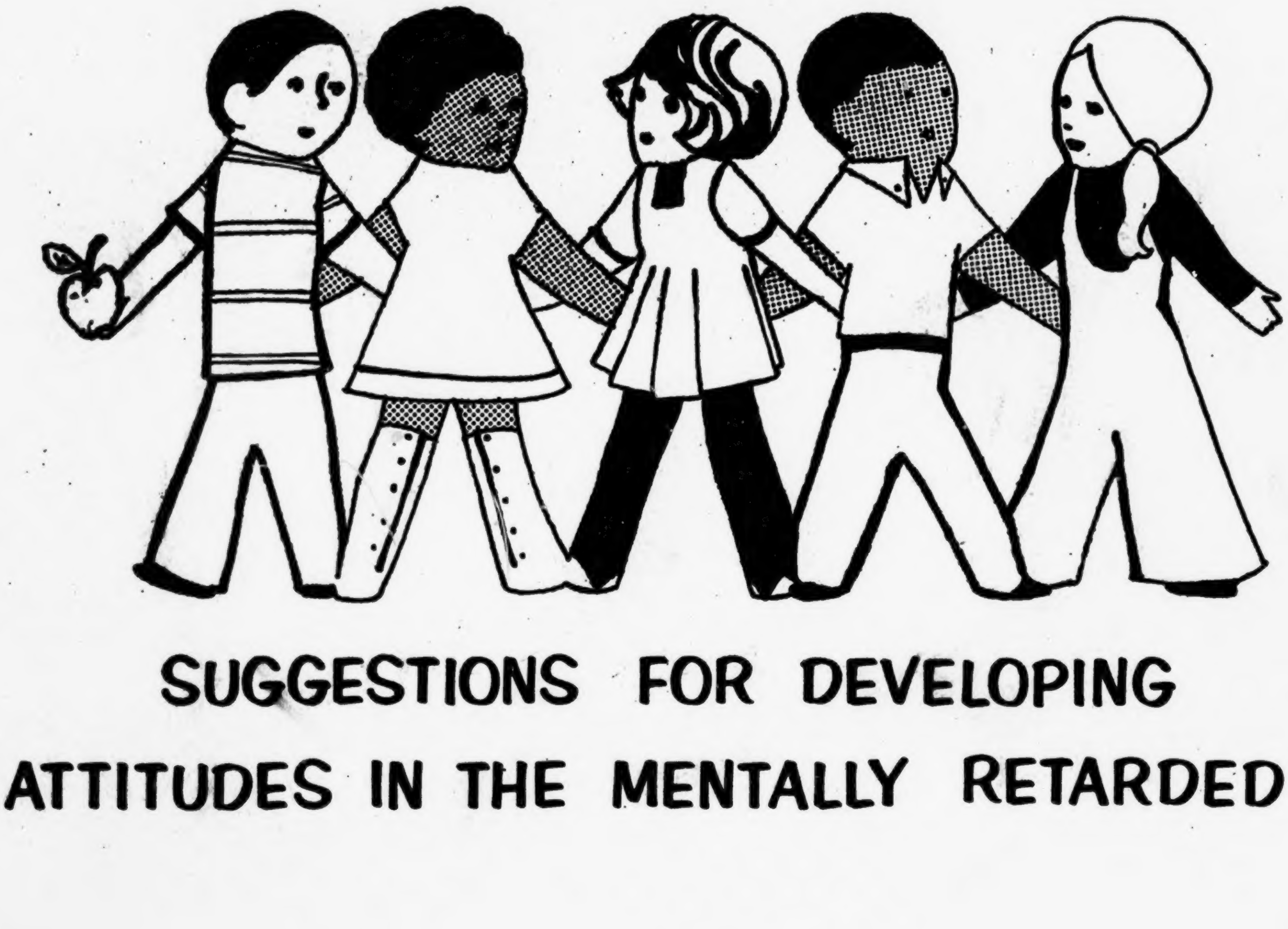
ABSTRACT

Developed to provide background information for teachers on cultural differences and to help them help their students learn to understand and interact cooperatively with other people, the manual discusses prejudice and makes suggestions for developing attitudes in the mentally retarded. The development of prejudice, inheritance of physical characteristics, emergence of the races, influences on behavior, immigration, and relationships with others are discussed as background information. Curriculum content follows these topics which are amplified through suggested activities. An experience starter unit (junior level) discusses likenesses and differences; lesson plans include a rationale, subunits, general and core activities, resource materials, and vocabulary. A bibliography lists curriculum guides, publishers, intercultural learning programs, resource materials for human and race relations, audiovisual aids, books on American cultural minorities, and integrated books and texts. Appendixes contain materials for duplication and for the overhead projector, lesson plans, role playing situations, stories dealing with social problems, a vocabulary list, and a teacher evaluation form. (RJ)

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER—
an in—service training approach...

ED 036959

EXPLORING PREJUDICE



SUGGESTIONS FOR DEVELOPING ATTITUDES IN THE MENTALLY RETARDED

EC 005 374E

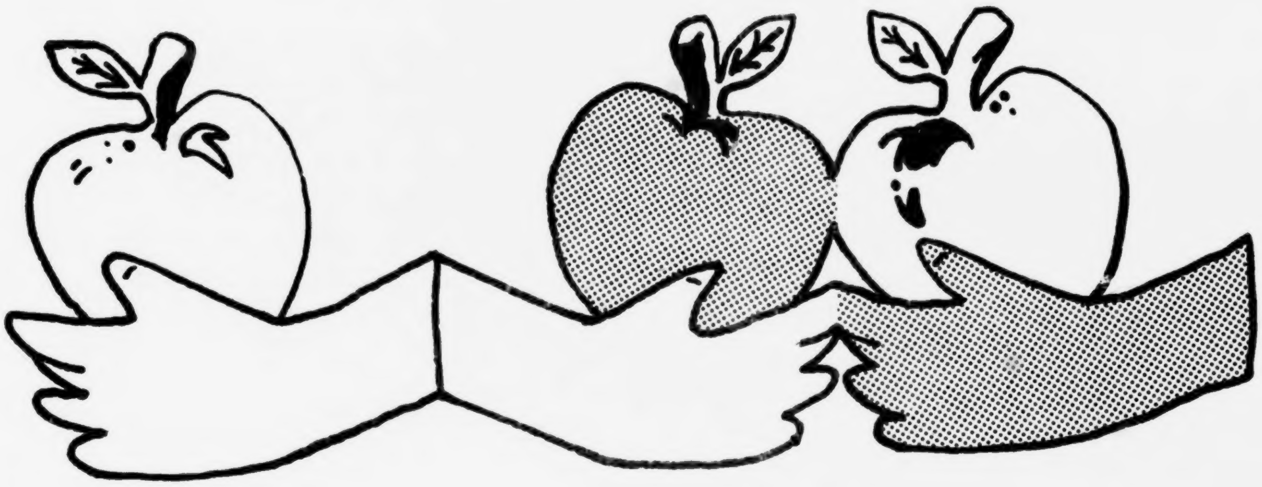
A Cooperative Program Involving The Iowa State Department Of Public Instruction and The University of Iowa

ED036959

December, 1969

Printed by
the
Joint County System
of
Cedar, Johnson, Linn,
and
Washington Counties
CEDAR RAPIDS, IOWA 52401

EXPLORING PREJUDICE
Suggestions For Developing Attitudes In The Mentally Retarded



Special Education Curriculum Development Center - an in-service training project-

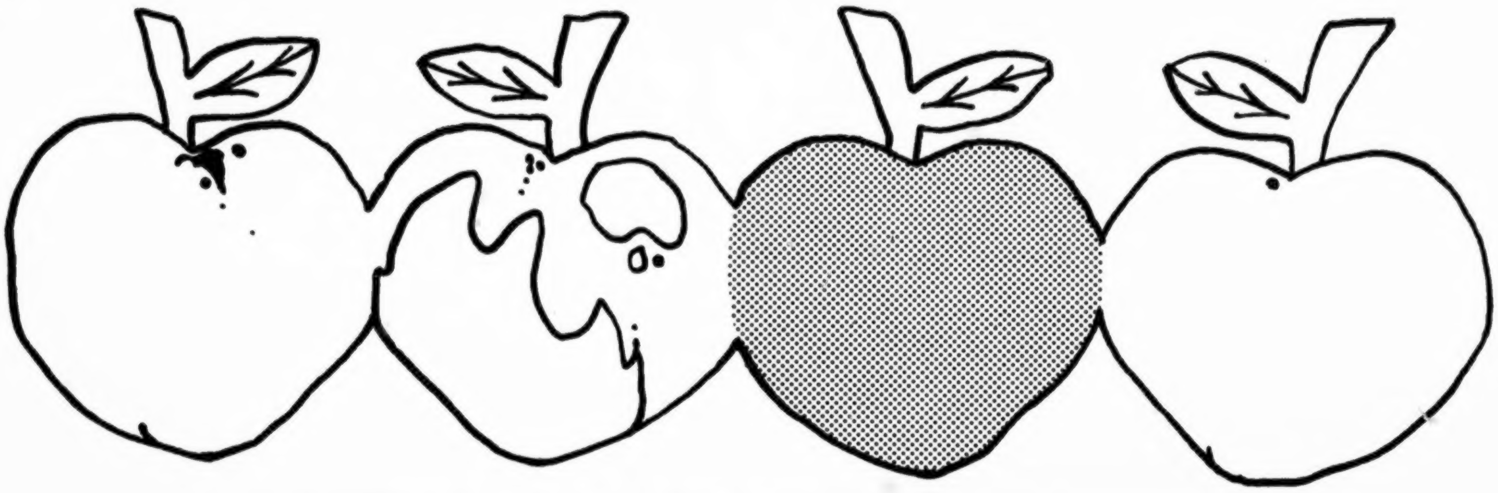
Frank Vance, Project Director
S. Bernie Walden, Production Coordinator
Edward L. Meyen, Consultant
Jerry A. Caster, Consultant
Jeffrey P. Grimes, Consultant
*Susan Moran, Curriculum Specialist
Rita Meyers, Curriculum Specialist
Katherine Levi, Graphic Artist
Eleanor Simpson, Assistant Editor

*Senior Curriculum Developer

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PURPOSE



The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions at The University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

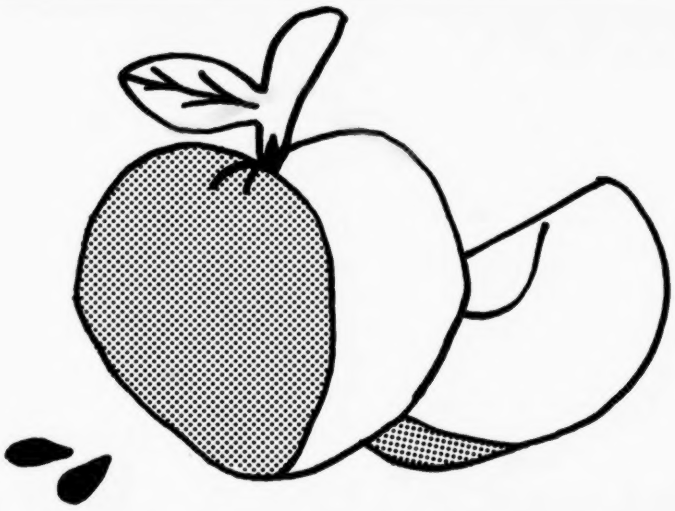


TABLE OF CONTENTS

PURPOSE 1

RATIONALE 3

Influences on the Development of Racial Attitudes 5

Format Outline 7

BACKGROUND INFORMATION FOR THE TEACHER

Inheritance of Physical Characteristics 11

Emergence of the Races 12

Influences on Behavior 13

Immigration and the American Way of Life 17

Understanding Our Feelings, Our Friendships, and Our Relationships with Others 18

CURRICULUM CONTENT

I Inheritance of Physical Characteristics 21

II Emergence of the Major Races 21

III Influences on Behavior 22

IV Immigration and the American Way of Life 25

V Understanding Our Feelings 26

VI Understanding Our Friendships 29

VII Understanding Our Relationships With Others 30

EXPERIENCE STARTER UNIT - Likenesses and Differences - Junior Level

I Rationale 33

II Sub-Units 33

III General Activities 33

IV Core Activities 33

V Resource Materials 34

VI Vocabulary 35

Lesson Plans 36

ACTIVITIES 51

Inheritance of Physical Characteristics 54

Emergence of the Major Races 57

Influences on Behavior 59

Immigration and the American Way of Life 63

Understanding Our Feelings 65

Understanding Our Friendships 67

Understanding Our Relationships with Others 69

BIBLIOGRAPHY

A. Curriculum Guides 73

B. Publishers 77

C. Intercultural Learning Programs Developed For Students 81

D. Resource Materials for Human and Race Relations 85

E. Audiovisual Aids 89

F. Books on American Cultural Minorities 95

Afro-American, Negro
European
Indian
Mexican
Oriental
Puerto Rican-Spanish
General

APPENDICES

A. Materials for Duplication 147

We Inherit Physical Traits (kitten family)
Checklist of Inherited Traits
Appearance as a Link to Parentage
Controlling our Environment
Non-Verbal Communication (Morse Code, Indian Picture Language)
Some Foreign Words
The Origin of Familiar Foods
Tommy - A Story About Manners and Mannerisms
Physical Features
Variety in Physical Features
Fingerprints (A Physical Means of Identification)
Making Immediate Responses
Choosing Friends
People Depend Upon People

B. Materials for Overhead Projector. 191

How a Baby Grows and Develops
The Races of Man
Racial Mixtures
Contributions of Immigrants and Afro-Americans
Understanding Our Bodies (How they look and work)

C. Lesson Plans

Learning About Heredity and Environment
Exploring Likes and Dislikes
Assessing Pupil Attitudes
Making Value Judgments
Learning About Prejudice

D. Role-Playing. 225

E. Current Social Problems

The Wild Dog
A Problem With Mother
The Loner
Sashu's Strange Welcome
Boy From the Other Side of Town
Just Like Anyone Else
The Story of the Scapegoat

F. Vocabulary 253

TEACHER EVALUATION 257

Most of the SECDC publications have dealt with instructional problems or practices which have been somewhat concrete in nature. The guides on *Arithmetic, Social Problem Fiction, Use of the Overhead Projector,* and *Developing Seatwork* are illustrative examples. While the teaching of concepts and skills are important elements of the curriculum of the mentally retarded, teachers have routinely reminded the staff that help in the influencing of attitudes and self-concepts has been lacking and assistance is needed. This document on prejudice represents one attempt to fill part of the void. The general area of prejudice has been selected because of the current concern in education and society for equality with particular emphasis on the civil rights of individuals. This concern is not restricted to race but encompasses religion, beliefs, dress, and behavior. Concern for this movement is being reflected in the content of the school curriculum, design of instructional materials, and the public news media.

The mentally retarded, as members of society, are greatly involved in the realm of prejudice. First of all, there is nothing in their makeup which makes them immune of being prejudiced toward others. Perhaps their lack of intellect results in their being more prejudiced. This we don't know. The retarded are additionally affected because their handicaps frequently make them the target of prejudice. Thus, they become a minority group subject to many of the same problems encountered by other minority groups. The retarded are often the target of ridicule on the playground, discriminated against when seeking employment, and overlooked as a group within the community having special needs.

A frequently stated objective for educating the mentally retarded is that they must be helped to meet the demands placed on them by society. Learning to understand and to interact cooperatively with other people becomes a major element in the adaptive ability required for effective citizenship.

This involves learning to relate to people of different backgrounds, race, religion, and abilities. While the retarded cannot be expected to academically discuss their feelings about others, they can be expected to develop a pattern of behavior free of over-prejudice when given sufficient guidance, instruction, and behavior models.

Prejudice is not restricted to feelings of hostility toward race, religion, or nationality. It permeates interpersonal relations extensively. Prejudice is encountered by persons who display certain types of behavior, dress differently, are tall or short, or in some cases, merely because of their manner of speech. The retarded need help to develop healthy attitudes toward others and to cope with the trauma of being the target of prejudice. Because of its insidious nature, prejudice becomes a major societal problem. The subtleness with which it is acquired and its resistance to change makes it difficult to cope with.

Most special education class teachers handle instruction in this area by being sensitive to situations which arise regarding prejudice and by turning them into learning experiences. Teaching attitudes toward others and feelings about yourself is more evasive than teaching an academic skill.

Through this publication the SECDC staff has attempted to provide a frame of reference for expanding attention currently given in instructional programs to prepare pupils for adjustments to the demands of society. Emphasis is given on providing background information to teachers on cultural differences and suggested ideas. Thus, in contrast to basic skills (arithmetic and reading), the topic of prejudice does not lend itself to being sequentially stated in the form of skills or concepts. Responsibility for influencing attitudes falls primarily to the teachers. Little will be accomplished through isolated assigned readings. The teacher not only invests heavily on planning learning experiences in this area, but must also assess her own feelings. It is quite possible that she possesses some prejudiced feelings which are inadvertently shared with the pupils. Everyone needs to be reminded that feelings of prejudice are often close to the surface and, unknowingly, become part of our behavior. As a teacher, you are viewed by your pupils as a model; consequently, your behavior becomes a teaching tool.

The objectives of the SECDC staff developing this document are:

1. To remind teachers of the influence that they have on the attitudes formulated by their students.
2. To make teachers more aware of the importance of stressing experiences related to prejudice and self-concept in the curriculum for the mentally retarded.
3. To make teachers more aware of the implications of prejudice for the mentally retarded. To stress that the retarded can possess prejudice as well as be the target of prejudice.
4. To help retarded pupils develop respect for themselves.
5. To help retarded pupils develop an awareness of differences among people and to develop respect for the rights of others.
6. To help the retarded pupils recognize contributions made by different people to the society in which we live.
7. To help the retarded pupils become aware of basic cultural differences that they will encounter in daily life.

RATIONALE

Less than half a century ago the majority of theorists believed that children were born with innate racial and religious prejudices. We now know that this is untrue. People learn to hate and distrust those who do not look, live, or act as they do. The results of a study conducted by Allport and Kramer show that approximately 80 percent of the American population feel some degree of racial prejudice. Prejudice exists when people are treated differently or unfairly for various and unimportant reasons. Basically all people are the same. However, they differ in many ways, i.e., the way they look, the way they worship, their customs, likes and dislikes. It is natural to be different and our differences provide reasons for liking one another. These differences are good and should not be a source of shame to us or a reason for us to hate or distrust others.

It is important that teachers of the mentally retarded understand how people learn racial hatred and prejudice so they can deal with the problem in a realistic and constructive manner.

INFLUENCES ON THE DEVELOPMENT OF RACIAL ATTITUDES

Parental Influence

Children are influenced by the racial attitudes of their parents. Often a certain look, gesture, or an overheard remark made in adult conversation may influence the development of a child's positive or negative attitudes towards others. Studies seem to show that almost all children, by the age of three, begin to express the racial and religious attitudes held by the adults in their society. By the age of two and one half, the Black child has a color awareness and is already cognizant of his inferior standing in society. This is stated by Kenneth Clark in his book, *Prejudice and Your Child.*

Research indicates that parents who are concerned with their own personal status, who are harsh and rigid disciplinarians, are likely to foster racial or religious prejudices in their children. Most racial prejudice is not a result of personal contact or bad experiences with the members of a minority. Prejudices are the result of rumors, stereotyping and general misinformation concerning racial or religious groups. The way many parents deal with prejudice only perpetuates the cycle. They make mistakes by denying that any problem exists or by contending with these problems in an embarrassed or apologetic manner. In order to guide children, parents must first recognize and examine their own feelings toward minority groups. Only through acknowledgement and understanding of their own prejudices can parents lead their children toward increased tolerance.

Society and Community Influences

As a child grows older, his frame of reference expands and he begins to be influenced by the attitudes of friends, teachers, clergy and various people throughout the community. These people can have a positive or a negative influence on the child.

A community may be a functioning example of injustice. It wasn't too long ago that it was legal and proper in many areas of our country to have segregated trasnportation, recreational facilities, schools, restaurants and housing. It is impossible for children to grow up with unbiased racial or religious attitudes when they are exposed to restaurants that are for whites only, swimming pools that require Mexicans to swim at designated hours, country clubs that exclude Catholics and Jews from membership, and reservations of barren land allotted by governmental provision to

Even more dangerous than the blatant expressions of bigotry, are the subtle ones that people must contend with every day. For instance, there is the grocery or department stores that are always "all out" of the very item the Black family desires to purchase. Or, the apartment development which suddenly has "no vacancies" for a Spanish family looking for a home, the jobs that are suddenly "filled" when a Jew makes an application, and the restaurant that makes the Indian wait until last to be served. These are constant reminders to children that some people are more valued in our society because of their race, religion, or color.

The churches and clergy also exert a great influence on the development of racial and religious attitudes. The ecumenical movement has done much to foster feelings of brotherhood and equality among people. However, there are occasionally some practices or beliefs by individuals within these institutions, which may be causing people to feel racially as well as religiously superior, i.e., not permitting free visitation among churches, allowing only certain colors to worship in their church, fostering the belief that only those who believe as they do will gain passage to heaven, and feelings of being the chosen people. Supporting the current emphasis on brotherhood found throughout most houses of worship is one way a teacher can lead her pupils toward greater tolerance and understanding.

The Influence of the Mass Media

This is the age of mass media. It is estimated that many children spend five hours a day watching television. Television and radio are educational devices in both a positive and a negative direction. Until recently, television and radio were, perhaps unintentionally, effective promoters of racial and religious bigotry. The Chinese were cast as sneaky and subserviant; the Jews as aggressive, financial manipulators or usurers; the Indians as ruthless, warring ravishers of land and white women; and the Black as slow and stupid menial laborers, objects worthy of our laughter and derision.

During World War II our mass media were especially unkind to the Germans and Japanese. As a group, they were believed to be subversive to the goals of the United States. We did such an effective job of stereotyping all people of Japanese descent that many loyal Japanese-American citizens were the objects of bigotry. After the attack on Pearl Harbor, the property of many West Coast Japanese-American citizens was confiscated and the people forced to live in concentration camps. Lately, some effort has been made to give a more realistic picture of minority groups by using Blacks and Orientals in commercials and television programs. However, reruns of stereotyping movies and cartoons are still being shown and are influencing our children.

School and Teacher Influences

The schools and teachers are very important instruments in forming social relations and attitudes. From the age of five until sixteen, children spend approximately six hours a day under the influence of schools and teachers.

In special education classes, where pupils have difficulty generalizing and transferring knowledge, curriculum and materials must meet the needs of today's children in today's world. The middle class family concept, i.e., mother baking cookies; father carrying his briefcase home; the white picket-fenced cottage; and the three blonde, blue-eyed moppets, is not meaningful to all children. Those who do not see the relevance of this concept to their lives might reject all school experiences. The subject matter and materials used must be varied so that all children can see the relationship to their own background. The teaching of human relations must be a continuing theme that runs throughout the curriculum from grade one through all school and school experiences, as well as being emphasized by a unit.

The job of the teacher is paramount in fulfilling this objective. Teachers need to recognize and understand their own prejudices so they do not unwittingly instill them in their pupils. Although a school may have an excellent program in human relations, a teacher with biased attitudes can negate all the benefits of this program. This is especially true in the all-white community where the teacher does not feel under pressure to teach or display healthy racial attitudes toward minority groups.

Some teachers have a low expectation level toward children from minority backgrounds and consequently group these students according to expectations rather than performance. They convey their attitudes to the class as well as to the minority child. The child will respond in the manner which he feels is expected of him, i.e., lack of motivation and decline in level of performance. There is also the problem of the teacher who tries to over-compensate by making the minority child a "teacher's pet," thus causing peer resentment and making things more difficult for the child.

The classroom should always serve as a functioning example of fair play and brotherhood. In creating a healthy classroom environment for fostering good attitudes, here are some guidelines for the teacher to follow:

1. The teacher must emphasize the fact that all people are just that--PEOPLE. We are first human beings and, as such, have the same basic needs and desires. Our race, religion, and creed may set us apart from others, but should serve only as a source of pride.
2. The teacher must realize that her own attitudes and actions towards the children, exerts an influence in fostering beneficial or harmful attitudes concerning race relations and racial minorities.
3. The teacher must aim at providing her students with information and problem solving skills necessary for reaching sensible decisions and attitudes concerning other people.
4. The teacher must foster, through her own example, a sense of worthiness and reverence for individuality. Once a student feels good about himself, he will be understanding and appreciative in his views toward others.
5. The teacher must promote awareness and enlightenment. Fear and hatred are the result of ignorance.
6. As educators, teachers must regard children as individuals with ability to learn, rather than as Blacks, Whites, or Orientals. Only then can she meet the educational needs of her children.

FORMAT OUTLINE

In order to assist the teacher in helping students to develop constructive and realistic attitudes in their dealings with others, this document has been divided into several sections:

Purpose and Rationale: Introduces and reflects the basic reasons for teaching this unit.

Background Information for the Teacher: Provides technical information, too complex for the EMR to comprehend, but which will help the teacher to understand the problems of prejudice.

Curriculum Content: Presents concepts that the teacher will want her students to grasp. The concepts progress from the simple to the complex, and from concrete to the abstract.

Starter Unit: Provides the teacher with an example of an indepth presentation of curriculum content material, giving a general direction in planning for her children.

Sample Activities: Relates to the content outline. They are presented so they can be used in conjunction with an on-going unit on prejudice or as individual activities when the teacher sees the relevance of a particular activity to her other classwork.

Bibliography: Deisgned to provide the teacher with a variety of sources for additional materials to be used with the teaching of this unit. The materials marked by an asterisk are recommended for use with the mentally retarded.

The first section, Intercultural Education Curriculum Guides, provides the teacher with a list of school systems and documents they have published which pertain to the subject of prejudice.

A list of publishing companies, with addresses, is found on page 77 of the bibliography. This would facilitate the teacher in ordering of special books, texts, teaching of audiovideo aids, to accompany her lessons or classroom program.

Intercultural Learning Programs can be found on pages 81 to 83 of the bibliography. These new and special programs are devised to help teachers and students learn about human relations and social values. Many of these programs are designed specifically for the disinterested, disadvantaged, or intellectually limited student.

Also included in the bibliography are lists of organizations which disseminate materials on the subject of human and race relations and an extensive listing of audiovisual aids (films, filmstrips, recordings, booklets, and pictures) accompanied by brief annotations.

The most extensive section of the bibliography is an annotated directory of children's books dealing with American Cultural Minorities. These books are categorized according to subject matter and are alphabetically arranged according to author. The publishing company and recommended grade level are also indicated.

Appendices: Here are materials that can be used for overhead projection and duplication. There are lesson plans, stories, role-playing situations and supplementary teaching aids.

BACKGROUND INFORMATION FOR THE TEACHER

INHERITANCE OF PHYSICAL CHARACTERISTICS

People are what they are, at least physically, due primarily to the intricacies of human reproduction and heredity. From the time children are old enough to understand and reason, they hear remarks like, "You're the image of your mother," or, "You have a freckle on your left toe just like great-grandfather Jones." Children are aware of, and sensitive about, their physical appearance. The story has been told of a young Black boy who moved into a white middle-class neighborhood. He was a youngster who made friends easily and was soon accepted in his new environment. It was a novelty for the white pupils to have a Black student in their midst and they were curious about their new friend. The children were particularly intrigued by his black, kinky hair and kept asking the child if they could touch it and questioned why it looked and felt the way it did. After a while the boy became terribly self-conscious and his feelings began to affect both his academic performance and his social relationships in school. The boy finally revealed to his father the nature of his difficulties. At this point the father took the boy's hand and placed it on top of his own head. "See," he said to his son, "my hair looks and feels the same way your does. You should be proud of the way you look because it is a link that ties you to me. You look the way you do because you are a part of me and this makes me very proud. It should make you proud also." After the boy understood that his physical appearance was something that made him a special part of his family and his people, he developed a sense of pride rather than of shame in his appearance.

The way people look is determined from the moment of conception and is a link that binds them to their ancestors and their heritage. One's body build, hair color, eye color, and skin color, are traits that children inherit from their parents. There are two chemicals carried by the genes that are responsible for skin color. The brown coloring matter is melanin and the yellow is carotene. Everyone has melanin and one's lightness or darkness is determined by how much of this chemical he has. Suntan and freckles are temporary concentrations of melanin; Albinos have no coloring matter in their skin.

Melanin is also responsible for dark, black or brown hair. It is melanin and the red coloring matter which give hair all the shades of red, brown and blonde. There is no yellow hair coloring matter.

Eye color also depends upon melanin. The more melanin, the darker the eyes. Although eyes may look green, blue or gray, they are all made up of this brown coloring matter. Blue eyes look the way they do because of the way light reflects on the flecks of melanin inside the eyes.

The physical characteristics exhibited by most children in a family are called dominant traits, even if only exhibited by one parent. Dark eyes, dimples, large eyes, big chins and big noses are examples of dominant traits.

Sometimes people exhibit physical characteristics that are not inherited. Things happen to them before, during and after birth that alter the way they look or think. Some forms of blindness, deafness, or bowlegs are examples of physical characteristics that may not be inherited but may be the result of a poor diet, a birth injury or a high fever.

Hopefully, through a greater self-awareness of physical characteristics, or why people look the way they do, people will become more informed and more accepting of the physical traits of others.

EMERGENCE OF THE MAJOR RACES

Introducing teachers and mentally retarded students to the relationship of man to man places emphasis on self-identity and self-awareness. The first step in the understanding of others is acceptance of self; this, however is only a beginning. It is necessary for people to view both themselves and others in terms of their origin and historical development.

We know that there is great physical diversity among the peoples of the world. Differences in stature, color and facial characteristics are observed by the most intellectually limited pupils. Despite this diversity in appearance, anthropologists tend to believe that all people descended from the same ancestors. If this theory is true, the first man probably appeared in a warm climate near the south tropics, had light brown skin color and dark eyes. This seems reasonable, since a warm climate, with its natural vegetation and its decreased need for clothing and shelter, would enhance chances for survival.

Although anthropologists and scientists are in disagreement concerning this point, many theorists believe that different races of people with different physical characteristics were at first nonexistent. The emergence of different racial groups was the result of man's migration and adaptation to new environments. This fact alone will give children a concrete reason for what they might have previously thought to be sheer happenstance.

The ancestors of the people on earth today did not remain stationary. They separated into small groups and began to migrate in search of more adequate surroundings for raising their families, hunting, natural vegetation, and acquiring property. The teacher can make this material more meaningful by emphasizing that people move and travel today for many of the same reasons that motivated our ancestors. Scientists are not certain of the specific reasons for migration but they know that man had to make genetic adaptations in order to survive in a particular surrounding.

Changes in hair, eyes, skin color and texture, facial features, body build and structure became evident. Through the processes of evolution, selective mutation, and survival of the fittest, people who lived apart from one another began to look and act less and less alike. People continued to move and change. As differences and similarities among groups of people became more defined, specific groups and subgroups emerged. Special education teachers could approach this subject by using the children's families as examples of groups who are similar in physical appearance. Scientists and anthropologists classified these large groups as races and the many subgroups as racial mixtures. There has always been a great deal of academic quibbling about the matter of race classification. The most widely accepted hypotheses pertaining to this subject is that there are three major races; Mongolian (yellow race), Negro (black race) and Caucasian (white race). Although the color names given to the members of these races are not literally or biologically correct, they simplify the subject for presentation to retarded children.

There are specific physical characteristics that we use as criteria for membership in a particular racial group. They are: skin, hair and eye color; shape of features; amount of body hair; and body build and structure.

The Mongolian or "yellow" race includes the Japanese, American Indian, and Eskimo. These people are believed to have migrated into the cold regions of the Mongolian Empire, USSR, and Siberia. They had to make physical adaptations in order to survive in their new environment. Members of the Mongolian race are characterized by the following physical characteristics: an extra fold of skin over the eye (epicanthic fold); dark eyes; thick and straight black hair; flattened facial features; and a short, usually stocky, body structure. These features are examples of adaptation to their environment. Their eye shape, flattened nose, thick hair and broad fatty cheeks are all methods of protection against cold. Their shortness and stocky stature are added provisions to insure heat retention. Members of the Mongolian race have very little facial and body hair. This, too, is an adaptation to a cold environment, preventing water vapor from forming and freezing on a beard or moustache, causing frostbite.

Learning about physical differences among people is interesting to all children. These differences are meaningful to the retarded child because they are concrete and readily observable. The teacher should approach this subject by emphasizing the reasons and values of our physical differences, rather than by merely stating physical characteristics as an end in themselves.

Our world today, with the aid of scientific technology, has enabled people to live wherever they choose. Man has learned the ways of controlling his environment rather than of changing himself in order to adapt to it. An example of this can be cited by the Black people who migrated to the cold, bleak Scandinavian countries. Their dark skin, which served as an attribute in the hot African climate, began to work as a detriment. The Black's dark skin prevented absorption of the sun's rays and as a result they became sickly and skeletally deformed because of a vitamin D deficiency. Today this is less of a problem because of diet, therapy, vitamin supplements, etc. Some concrete examples of this, which would be meaningful to the retarded child, would be protective clothing, temperature control devices, food preservation and transportation.

In discussing races and racial classifications special education teachers should aim to have their students understand this: race and the physical characteristics associated with a race, in no way denote the inferiority or superiority of an individual or groups of individuals over another. Physical appearance is no measure of a person's worth.

INFLUENCES ON BEHAVIOR

Physical appearance constitutes only one way in which people differ from one another. Over the years, people who lived in groups or in close proximity to one another, developed specialized ways of speaking, eating and acting. The reasons why people differ in these respects are, in some ways, the same reasons why people look so different from one another.

As people traveled to different places, they had to make physical adaptations to their environment so life would be more comfortable and enjoyable. There were, however, numerous other ways in which people had to change. They had to alter their eating, clothing and housing styles in order to meet the climatic conditions and availability of material dictated by the environment.

The way people eat, speak, dress and act determines what we call their culture. Culture is to the individual what history is to the country. It explains how conditions of long ago affect human behavior. The study of cultural differences and similarities among peoples is an excellent topic for presentation in special education classes. Subject matter has a high interest and motivation level and can be illustrated in very concrete ways. Some of the topics recommended for discussion in special education classes are: language, names, foods, homes, clothing and mannerisms. A point that should be emphasized when teaching this section is that aspects of our culture seem as strange and foreign to people of other cultures as their ways seem to us. Mentally retarded students should learn and observe habits and customs that brought richness and variety to the American life style.

Language is the way people communicate thoughts and ideas. At first, people probably talked by using their hands, eyes and bodies instead of words. Speech is not an innate skill; babies learn to talk by trying to imitate the sounds they hear over and over again. Language depends upon a person's environment and has nothing to do with race or religion. For example, Caucasians, Blacks, and Mongolians all living in California are able to talk to and understand each other; whereas the Mongolians living in California might not be able to communicate with the Mongolians living in China. Different dialects and speech patterns are noticeable within the same country, state, and town. For example, people in the southern United States say "dough" for door while those living in the New England states pronounce the same word as "dawr."

America is fortunate to have people with diversed cultural backgrounds. If all people were to look back into their family history, they would find a time when their relatives spoke a foreign language and/or spoke English with an accent. An important concept for special education teachers to emphasize is that people should never ridicule others for the way they speak. This is especially pertinent in a class for the educable mentally retarded, where many of the students will have speech defects or language disabilities.

As an interesting sidelight to the study of language, teachers and students will enjoy learning the origin of their names. Names, like physical appearance, are a link with ancestry.

First names are usually derived from Hebrew or Latin words.

For example:
John - gift
David - beloved
Solomon - peaceable
Mary - star of the Sea
Helen - light
Rebecca - outstanding beauty

Mentally retarded pupils enjoy discovering the origin and meaning of their names as well as illustrating them. This information is available in paperback books on the choosing of names for babies.

Last names were originally secondary names used as a means of identifying specific people.

Example: John (the village locksmith) - John Smith
John (the son of James) - John Jameson
John (who lives on the hill) - John Hill

Children will often make fun of names that look or sound unfamiliar to them. Many times the name is not strange but the language or spelling makes it seem so.

Example: These last names mean Redhead.
Kiziebaskis - Turkish
O'Rourke - Irish
Rejji - Russian
Rossi - Spanish
Rossini - Italian
Reid - English

Teachers should utilize this subject to emphasize that no one likes or deserves to be called insulting names; such as Retard, Nigger, or Fatso. Retarded children will sometimes resort to this unsophisticated method of name calling as a means of attack or rebuttal. By realizing how terrible it makes them feel to be insulted in this manner, children will think more carefully before treating others unkindly.

Food is another area where differences and similarities in culture become apparent. All people get hungry and need to eat. What people eat, however, is dependent upon what foods are available and what foods they have become accustomed to. The search for food was one of the major reasons people traveled to new and different places. As people settled in various locations, they became accustomed to foods that were plentiful and available in that particular locale. Even here, within the United States, people from certain areas or cultures have different food preferences. In the southwestern parts of the United States, particularly around border areas, people might prefer spicy Mexican cookery. Sour foods, such as chitlins, grits, cornbread, ham hocks and collard greens, have always been popular in the southeastern section of the United States.

Differences become more graphic when examining food preferences and eating habits of other lands. Concrete examples of foreign eating customs to be used for class discussions are cited within the curriculum content.

Even though foods and eating habits differ from country to country and person to person, there are still many universal types of foods. These foods, with minor adaptations of ingredients or methods of preparation, are found almost everywhere. A good example of this would be the flat mixture of flour and water that is called a pancake by people living in North America, tortillas in Mexico, crepes in France, and bliny in Russia. Other foreign food variations are found in the curriculum content.

Most of the foods that are considered to be American were actually brought here by the immigrants. The only authentic American foods were those that the Indians were farming or hunting at the time the first Pilgrims arrived in America, i.e., corn, squash, lima beans, tomatoes, potatoes, cranberries, assorted fish and wild fowl. Advances in food technology, such as methods of transportation and preservation, have enabled people to have a variety of food from all parts of the world.

In discussing this topic, the special education teacher should stress the concern that everyone should have in providing the foods needed to keep people healthy. A deficient diet keeps minds and bodies from developing normally. The study of health and nutrition is beneficial to the retarded child who occasionally uses poor judgment in eating habits.

Homes and clothing constitute another aspect of man's adaptation to environment. The type of house and clothing people choose usually depends upon what is available, comfortable and customary. At one time, it was easy to tell where people were from by the type of clothing they wore or the type of home they lived in. However, this is not necessarily true today. Because of increased travel, mass media, such as television, and the great influence of western culture upon the world, many people in foreign countries have homes and clothes very similar to ours in the United States. Like food, adequate housing and clothing are essential for health and well being.

Man's culture is not comprised only of external things such as food, housing, and clothing. The way people act and behave is also a part of their culture. From the time of birth, children learn how to act by watching and imitating parents, friends and teachers. The special education teacher has an added responsibility to her pupils by serving as a transmitter and as an example of acceptable social conduct. Manners and mannerisms are dependent upon how and where people are brought up.

Manners, like food, clothing and housing, differ from culture to culture. What might be considered good manners with one group might be bad manners with a different group of people. For example, in Mongolia, company is expected to belch after eating to show their host that the meal was plentiful and enjoyable. Other such examples are found in the curriculum content.

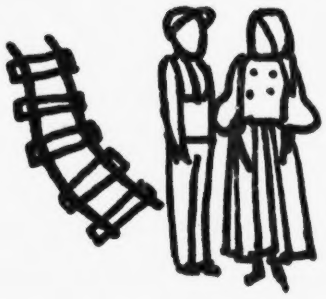
Learning about the various aspects of culture is another means of giving children an understanding and respect for likenesses and differences among people. This material helps the teacher to convey to her pupils that different ways of looking or acting are acceptable in different situations.

IMMIGRATION INTO THE UNITED STATES

1600

PILGRIMS / PURITANS CAME FOR RELIGIOUS FREEDOM. SETTLED MAINLY ON EAST COAST.

EARLY 1800's



IRISH IMMIGRATION

1800's

GERMANS IMMIGRATED- FARMING PEOPLE OPENED THE MIDWEST.

LATE 1800's EARLY 1900's

IMMIGRATION OF PEOPLE FROM SOUTHERN AND EASTERN EUROPE.

1950's – 1960's

HUNGARIAN AND CUBAN IMMIGRATION

IMMIGRATION AND THE AMERICAN WAY OF LIFE

The United States, with the exception of the American Indian, is a nation comprised of immigrants. As a new land, America opened its arms and hearts to the citizens of the world. America became a dream of hope and promise to the poor and oppressed; a place of peace and refuge to the citizens of war-ravaged lands; and a glimmer of freedom to those under political, religious or personal persecutions.

Millions of immigrants began pouring into this country. For some of these people, America fulfilled their fondest hopes and aspirations. For others, it was a bitter disappointment, scarcely better or perhaps even worse, than that which they left behind.

'It is part of our American heritage to understand why people came to the United States.

There are four main reasons why people left their homelands to travel to America. First they came in order to be able to worship in the religion of their choice. The first settlers were the Pilgrims and Puritans, who came to escape religious persecution. Later Jews and Catholics came to escape persecution in Russia and Germany.

Secondly, people came to America to escape their homeland government and policies. They did not like being ruled by dictators who would not allow them to have a say in the way their country was governed. Over all these years the desire for the freedoms of America brought people from Russia, Germany, Hungary, Cuba, and many other countries to the United States.

Thirdly, people came to America because of economy. They were either unable to earn a living in the field that they desired, or they were led to believe that America was the land of "milk and honey" and that everyone who came here would get rich quickly. The Irish came because of the potato famine; the Chinese and many Europeans came because of the promise of jobs in railroads and factories; the Germans and Scandanavians came because of free land. Fourth, the immigrants came in groups or waves so that they could give their children an opportunity for a better life.

There is only one group of people who did not migrate to the United States by choice. The Black people, Negroes or Afro-Americans, were brought here as salves. The first Blacks, along with whites, were brought on a Dutch ship to be sold as servants. The Black slave trade was set up because there was a demand for labor that the whites could not supply in the new world.

Slave trade became a very profitable business and slave trading stations were established along the West African Coast. The traders first contacted chiefs and kings of tribes who would sell away their captured prisoners from warring neighboring tribes as slaves. The slaves were "bought" or "traded" for such things as beads, liquor, ammunition, and foodstuffs. They were brought in coffins or chained gangs, sometimes over thousands of miles of land to the ships. The cargo of these ships was called "Black Gold."

The demand for workers in the new world increased and slave traders became more and more greedy for a share in the money. As time went by, these slave traders no longer could depend on the tribal chiefs to fill their demands for slaves and began kidnapping men, women, and children from the coastal tribes.

When the slaves who survived the voyage arrived in America, they were sold on an auction block to the highest bidder. Most of the slaves were sold to southern plantation owners to work on farms and in fields. Families were separated and never saw each other again. Many American slave owners considered their slaves to be property, not people. They often whipped their slaves without mercy, made them steal and forced them to give up their children for sale on the auction block.

Slaves were legally freed by the "Emancipation Proclamation" of President Abraham Lincoln. Many of the slaves left the plantations without money or job skills only to return to their masters when they found they could not survive or provide for their families. In many ways, the people of the United States have kept the Blacks in slavery. This has been done by denying the Blacks of their rights for a good education, job training, decent housing, and equal justice. They have been made to feel inferior as human beings.

Learning about the various groups that make up the American population enables the teacher to show that, through contributions and hard work of immigrant and minority groups, the United States has become the diverse and wealthy country that it is today.

UNDERSTANDING OUR FEELINGS, OUR FRIENDSHIPS, AND OUR RELATIONSHIPS WITH OTHERS

Prejudice is a feeling people have inside of them, for or against something or someone. It is a judgment often made without knowing or understanding why the feeling exists. These feelings can be beneficial or harmful. Sometimes there are good reasons for these feelings of prejudice, but often the reasons are unfair and unkind. Educable mentally retardates often harbor prejudices and are frequently the objects of unwarranted prejudices. As an example, they are often denied employment because of their retardation; not because they do not have the necessary skills. These prejudices affect their attitudes and abilities to get along in the world.

Not all prejudices have negative effects. Many parents are prejudiced about their children. They think that their children are the smartest, nicest and most attractive in the world. Even though they know that this is not true, they cannot help feeling the way they do. Thus, their children benefit by feeling special, if only within their own family. People dislike certain kinds of foods, because of its look, smell or name, even though they have never tasted that particular food. This prejudice may limit their enjoyment of foods but it does not harm anyone.

Being free from prejudice does not imply that all people will like everyone or everything equally. It means that it is necessary to make sure that the reasons for liking or disliking things and people are good and fair.

All people have prejudices and these prejudices affect relationships, attitudes and effectiveness with others. The educable mentally retarded who have the special problem of not being able to use many criteria to form their judgments, need to find out why they feel the way they do so that they can handle their feelings in a sensible and constructive way. They need to know how to choose friends, jobs and activities to meet their needs.

CURRICULUM CONTENT

I. INHERITANCE OF PHYSICAL CHARACTERISTICS

A. Physical traits are inherited from parents and ancestors.

Examples: *body build and stature*
coloring (skin, hair, eyes)
facial features
hair texture and quantity

B. There is physical variety among groups and families.

C. Certain physical properties are needed to maintain life.

Examples: *bones*
brain/nervous system
internal organs
muscles
skin

D. Dominant physical traits are inherited.

Examples: *dimples*
chins
large eyes
large noses
long eyelashes

E. Handicaps or diseases are sometimes inherited.

Examples: *inherited blindness*
inherited deafness
some diseases of muscles, bones and organs

F. Most handicaps and diseases are not inherited, but are caused by illness and accidents.

Examples: *Before birth - alcholism of mother*
- blood incompatibility (R.H. disease)
- drug use (LSD, Thalidomide)
- poor nutrition
- rubella (measles)
During birth - hemorrhage
- lack of O_2
After birth - disease
- illness
- trauma (accidents)

II. EMERGENCE OF THE MAJOR RACES

A. All people are related to each other and are similar in certain ways.

Examples: *emotional makeup - feelings, needs, desires*
external body characteristics - skin, hair, limbs
facial features - two eyes, nose, mouth
internal body characteristics - skeleton, vital organs, muscles

B. There are large groups of people who are similar in physical appearance.

Examples: *amount and texture of body hair*
body build and structure
characteristic facial features
coloring (eye, hair, skin)

C. These large groups are called races.

D. There are three major races:

1. Mongolian or Yellow race (Japanese, Eskimo, American Indian, Chinese).
    a. slanted eye (epicanthic fold)
    b. short, stocky body structure
    c. thick, straight black hair
    d. dark eyes
    e. little, if any, body hair

2. Negroid or Black Race - (Africans or those whose ancestors came from Africa)
    a. skin color - light tan to almost black
    b. tightly curled, kinky hair (usually black)
    c. wider nose, broad nostrils
    d. usually taller, leaner body structure
    e. dark eyes
    f. little body hair
3. Caucasian or White Race(Majority of the people in the U.S., Canada, South America and Europe).
    a. variety in skin, hair, and eye coloring
    b, variety in body build and structure
    c. no characteristic facial features
    d. varying amount and texture of body hair (usually more than either the Mongolian or Black races)
    e. variety in physical appearance

E. There is physical variety among the members of every racial group.

Examples: *coloring*
facial features
height
stature or build
weight

F. Many people have a racially mixed background.

G. Criteria for attractiveness or beauty vary from group to group.

III. INFLUENCES ON BEHAVIOR

A. There are groups of people who are alike in the way that they do things.

B. Groups who live far apart differ in special ways.

1. Language - how people learn to express thoughts and ideas in order to understand others and be understood.
    a. by imitation - parents, friends
    b. through observation
    Examples: *expression (facial) hand and body gestures*
    c. through signals and symbols
    Examples: *Morse Code*
    smoke signals
    mirror/light signals
    drum communication
    d. by location or region
    Examples: *variations from state to state*
    variations from country to country

2. Names.

a. first names have a meaning

b. last names have a purpose:
means of identification
link to ancestry and parentage

c. foreign names might seem funny or strange:
unfamiliar language
unfamiliar spellings
unfamiliar symbols or alphabet

d. name calling is unkind and reflects poor attitudes:
Examples: *ignorance*
fear
self-doubt
thoughtlessness

e. No one likes or deserves to be called insulting names.
Examples: *fairy* *kike* *Jap* *queer* *wop*
fatso *nigger* *pig* *retard*

f. name calling hurts feelings and causes unhappiness

3. Foods.

a. food is necessary to all people for:
physical health
mental health
pleasure
socialization (in many countries and cultures eating is a social event)

b. search for food was a major reason for travel

c. certain foods are common to all people:
Examples: *Ground meat and dough*
Italy (Ravioli) - boil and serve with tomato sauce
China (Kusho) - stuff meat into dough balls
Siberia (Pilmeny) - ravioli without sauce
Mexico (Tamales) - meat cakes with hot sauce
Russia (Kreplah) - boil and serve in soup
United States (Hamburger) - no explanation!

Flat mixture of flour and water
France - (Crepes) - Rolled in cone shape and served with sweet sauce
Sweden - Roll berries inside and sprinkle with powdered sugar
Poland (Blintzi) - Fill with cottage cheese and top with sour cream and sugar
Russia (Bliny) - Fill with caviar (salmon eggs) and fry in butter
North America (Pancakes) - Top with butter and syrup

d. Certain foods are regional:
Examples: *France - Eat horsemeat, snails, frog legs, and raw steak. Won't eat anything sweet served with meat, such as cranberry sauce with turkey.*
Arabia - Eat ant larvae, insect grubs and locusts like candy. Won't eat anything from a can, as they consider it unfit for humans.
China - Eat raw fish, some types of dog meat, fried worms, Won't think of putting sugar or lemon in tea.

Mongolia - Favorite drink is sour milk from horse or yak. If a Mongolian was given coffee to drink, he would probably spit it out and go rinse his mouth.

India - Would never kill a cow or eat the meat that comes from a cow.

f. foods found or farmed by the early American Indians were:

corn
squash
lima beans
tomatoes
potatoes
cranberries
maple syrup
wild fish and fowl

g. many of our foods ideas come from foreign countries:

Examples: *beets, spinach - Dutch*
hamburger and hot dog - German
ice cream - French
milk, cream - Egyptian
orange - Spanish
puddings - English
rice - Chinese
salads, gravy - French
soups - Russian
spaghetti, macaroni - Italian

h. foods are important in preventing sickness and disease:

quantity must be sufficient
quality must be sufficient

4. Homes and Clothing.

a. homes and clothing are needed for comfort

b. homes and clothing are needed for protection

protection from heat and sun
Example: *desert*
protection from cold
Example: *Alaska*
protection from rain and moisture
Example: *Asian monsoon*
protection from wind
Example: *desert and mountain areas*

c. homes and clothing vary under different conditions:

Comfort

Examples: *Tropics - thatched roof huts allow for air circulation.*
Alaska - ice houses are good heat insulators

Available materials

Examples: *Mongolia - Animal fur and hides are available for making clothing and tents.*
Southwestern United States - Clay and mud soil are available for making adobe bricks.
Asia and India - Silk more plentiful and less expensive.

Location

Examples: *Cities - High-rise apartment dwellings allow many people to live in a small area.*
Hawaii - Mu-Mus acceptable form of dress even in the city.

Habit or Tradition

Examples: *Turban - accepted in India or Arabia. Would look strange in the United States.*
Teenagers - Conform in dress to peer group - fadism

d. homes or clothing sometimes tell where people come from.

Examples: *India - many women wear a long scarf called a sari which they wrap around them to form a dress.*
New Guinea - In the more primitive parts, natives might wear no clothing except an ornamental gold earring.

e. homes and clothing throughout the world reflect the western influences
brought about by travel
brought about by mass media (television)

f. clothing and homes should be adequate for all people.

5. Manners and Mannerisms
   - a. manners and mannerisms differ among groups of people
   - b. manners and mannerisms are learned
     learned through observation
     learned through imitation
   - c. good manners in one place or situation might be bad manners in another place or situation

Examples: *Mongolia - Company is expected to belch after eating to show the meal was plentiful and enjoyable.*
Some Polynesian Islands - The natives turn their backs to one another while eating. It is bad manners to be seen eating.
Some places in East Africa - People say a blessing or a prayer by spitting on the ground.
Arabia - A visitor must walk behind all tents of a tribe until he reaches the one he'd like to visit.

d. good manners make people feel at ease and comfortable with others

Examples: *applying for a job* *in a restaurant*
at a party *in school*
at home *on a date*
driving a car *with visitors*

IV. IMMIGRATION AND THE AMERICAN WAY OF LIFE

A. The United States is made up of people from all parts of the world.

B. American Indians are the only original American citizens.

C. People who came to America from other countries are called immigrants.

D. Everyone here, except American Indians, descended from ancestors who were immigrants.

E. There are three main reasons why people came to America.
   1. Freedom to worship.
   2. Freedom from government oppression.
   3. Money and economic opportunity.

F. People came to America in large groups or waves.

G. Black people did not come to America by choice.
   1. They were brought as indentured servants.
   2. They were brought as slaves.

H. The people who came to the United States made this a great and powerful country.

V. UNDERSTANDING OUR FEELINGS

A. People have feelings about themselves and others.

1. There are positive feelings.

Examples: *acceptance*
admiration
friendship
respect
love
tolerance
trust
understanding

2. There are negative feelings.

Examples: *dislike*
distrust
fear
hate
jealousy
pity
prejudice

B. Feelings not based on actual experiences or generalized from a single experience are called prejudices.

1. Prejudice means to pre-judge.

2. Prejudices can be favorable.

Example: *parents love and care for their own above all else.*

3. Prejudices can be unfavorable.

Example: *condemning an entire group.*

C. Disliking certain traits or modes of behavior is different from a prejudice against a person.

Examples: *bragging*
cheating
fibbing
fighting
tattling
name calling
nose picking
spitting
stealing
uncleanliness

D. All people have prejudices.

Examples: *preferring certain car types although alternative makes have never been tried.*
buying the same brand names parents did.
always voting for the same political party regardless of issues and candidates.

These types of prejudice might limit the individual but are usually not harmful to anyone else.

E. Different groups were the objects of prejudice at different times in our history.

Examples: *Blacks*
Catholics
Germans
Irish
Jews
Orientals
Russians
Women

F. Prejudices are not innate or present at birth.

G. Prejudices are learned in various ways from:

1. Parents or friends.

Examples: *conformity to peer groups*
conversation
observation of actions

2. Regional or community influences.

Examples: *restricted housing or recreational facilities*

3. Actual experience.

4. Rumor and gossip.

5. Viewing people as groups rather than individuals.

Example: *generalizing*
stereotyping

6. Personal insecurities.
   Examples: *envy* *self-doubt*
   fear *unhappiness*
7. Mass media.
   Examples: *radio* *T.V.* *movies*

H. There are many reasons why people, or groups of people, are victims of prejudice.

1. Physical appearance - most common.
   Examples *height* *skin color*
   long-haired boys *weight*
2. *Mental limitations - *special class placement.
   Example: *retarded are restricted from employment that they might be capable of handling.*
3. Ethnic background - based on country of origin or descent.
   Examples: (ethnic generalizations)
   English - cold, unemotional
   Germans - warlike
   Polish - unintelligent
4. Occupation and economic level.
   Example: *custodian has lower job prestige than a physician*
   wealthy often look down on the poor
5. Sex.
   Examples: *women at one time were denied the right to vote*
   certain occupations more restricted to one sex
   women usually receive lower wages for equivalent jobs
6. Age.
   Examples: *teenagers thought of as juvenile delinquents*
   must be 21 to vote
   compulsory retirement at 65
7. Religion.
   Examples: *Catholics, Protestants, Jews, Moslems*
8. Race.
   Examples: *membership in Caucasian, Mongolian or Black racial group*

I. Racial prejudice among Blacks and Whites is one of the most prevalent forms of prejudice in in the United States.

J. There are many reasons why this prejudice has developed and grown.

1. Blacks were brought to the United States by force.
2. Blacks have always been treated as second class citizens.
3. Blacks have been denied equal opportunities in housing, jobs, education, etc.
4. There has been little communication or understanding between blacks and whites.
   Examples: *segregated housing*
   segregated schooling
   segregated transportation and recreational facilities
5. Whites may have faulty ideas about blacks.
   Examples: *Blacks are dirty*
   Blacks are immoral
   Blacks want to marry Caucasians

Blacks are unintelligent
Blacks threaten our jobs and economy
Blacks are responsible for crime and rioting in our cities

6. People fear things that seem odd or strange to them.
   Example: *skin color cannot be hidden or disguised*

K. There are many ways that people show their prejudices.
   1. Talking about biased feelings.
   2. Acting out against individuals or groups.
      Examples: *denying social privileges*
      denying employment
      restricting housing
      limiting education or recreation opportunities
      denying political rights
   3. Joining groups organized to promote prejudice.
   4. Attacking someone physically.
      Examples: *massacre of American Indians by white settlers*
      witch hunts of Salem, Massachusetts
      lynchings
      Nazi Germany extermination of Jews, political enemies
      assasinations of John and Robert Kennedy and Martin Luther King

L. People who are the objects of prejudice react in various ways.
   1. Withdrawal or deny existence of problem.
   2. Hypersensitivity - misinterpreting and personalizing actions and deeds of others.
   3. Resignation or self-hatred - believing the qualities and prejudices others attribute to you.
      Example: *low self-esteem of mentally retarded*
   4. Defensiveness - "Chip on the shoulder" attitude.
   5. Compensation - emphasizing the positive to counteract prejudice.
      Example: *Black predominance in fields of sports and entertainment*
   6. Clowning or exhibitionism - show-off, loud mouth.
   7. Substitution - replacing material objects for lack of social acceptance.
      Example: *cars* *color television* *furs* *jewels*
   8. Clannishness - associating only with those like you in certain ways.
   9. Aggression - acting out feelings of hostility.
   10. Mental illness - loss or inability to cope with reality.

M. Other people, who are not the objects of prejudice, react to prejudice in various ways.
   1. Apathy - don't become involved.
   2. Join groups for protection of minority interests.
   3. Actively promote legislation for fair housing, employment, education, etc.

N. There are acceptable ways of recognizing and understanding our prejudices.
   1. Become aware of personal prejudices (discuss like/dislikes and reasons behind them).
   2. Try to judge others as individuals.
   3. Promote contact with people from different backgrounds and neighborhoods.
   4. Make judgments based on behavior, rather than physical characteristics.
   5. Discuss some beneficial reactions to prejudice.

O. Classroom structure and activities can deter the growth and development of prejudiced attitudes.

1. Recognition of existing problems.
2. Active involvement in contemporary problems to produce learning.
3. Students working in groups to discuss aspects of prejudice.
   Examples: *causes* *examples*
   definition *ways of preventing*
4. Observing and discussing groups subject to prejudice within local community.
   Examples: *hippies* *senior citizens*
   teenagers *EMR welfare families*
5. Imposing prejudiced treatment on one group within the class structure for a short period of time. Have this group relate their feelings to class after experiment is over. (Process can be reversed).
   Examples: *restrictions upon all brown-eyed children*
   last to be called
   seated in rear of bus
   separate table or section of room
   last for lunch
   not picked for teams
6. Viewing some publications of minority groups. (Pupils would enjoy looking at ads for special products in *Ebony, Jet.* Post some around the room.)
7. Interviewing people in the community of diverse racial, religious, or cultural groups.
   Example: *clergymen*
   community leaders
   managers of stores and businesses
   newspaper editors
8. Studying "Current Social Problems" instead of current events (see sample stories in appendices as guide for teachers).
9. Role-playing situations dealing with prejudice. *Role Playing for Social Values: Decision-Making in the Social Studies by Dr. Fannie Rand, George Shaftel.*
10. Bringing in resource people or exchange students from the community or neighboring communities.
11. Studying customs and holidays of various groups.
12. Promoting interschool visits in connection with a joint social studies program.
13. Becoming involved in service opportunities within the community that might improve inter-group relations (this is especially useful for educable mentally retarded students who would benefit from the satisfaction such an activity could provide).
    Examples: *volunteering for babysitting jobs*
    delivering papers/pamphlets
    helping to mow lawns
    housekeeping
    working in hospitals, homes for aged
    helping within schools - younger children - supervising, feeding lunch, etc.

VI. UNDERSTANDING OUR FRIENDSHIPS

A. All people want and need friends.

B. There are special things that one does with friends.
Examples: *act silly* *do homework* *share clothes/snacks*
be yourself *go shopping or for walks* *share secrets*
talk on the phone *show true feelings*

C. There are things to keep in mind when choosing friends.
   1. Do you like the same things?
   2. Is he honest and trustworthy?
   3. Is he kind and respectful to you?
   4. Would you be pleased to have others meet him?
   5. Is he fun to be with?
   6. Does he accept you for what you are?

D. There are traits that usually help people make and keep friends.
   1. Friendliness.
   2. Kindness to others.
   3. Interest in things and people.
   4. Honesty with self and others.
   5. Being yourself.
   6. Judging and treating people fairly (class might think of some other suggestions).

E. Liking and respecting yourself is one way of having others like and respect you.

F. Treat others in the same manner as you would like to be treated.

VII. UNDERSTANDING OUR RELATIONSHIPS WITH OTHERS

A. People depend upon others to meet needs and make life more comfortable.

Examples: *beauticians*
clergy
government, state, city employees
custodians
medical personnel
service station operators
teachers

B. People need jobs in order to feed, clothe, house and educate themselves and their families.

C. Jobs should not be denied anyone because of the personal prejudices of the employer.

Example: *ethnic background*
race
religion
mental or physical handicap that wouldn't interfere with job performance

D. Every person has a right to be proud of his job
   1. The job must be honest.
   2. The person must be doing the best he can.

E. People of all races, religions, and backgrounds contribute time and talent into bettering our country.

EXPERIENCE STARTER UNIT

LIKENESSES AND DIFFERENCES

JUNIOR LEVEL

I. RATIONALE

The Junior High mentally retarded student may be aware of likenesses and differences among people in only a gross sense. Because of his inability to understand and evaluate the similarities and differences he observes, he may develop damaging stereotypes which will further limit his adjustment to his environment. The purpose for including this topic in this unit is to help the mentally retarded student recognize the roles of likenesses and differences in his life and in the lives of others.

II. SUB-UNITS

A. Art
B. Clothing and Grooming
C. Health and Cleanliness
D. Heredity
E. Interviews with Resource Persons
F. Occupations
G. Physical Fitness and Recreation
H. Safety
I. Social Skills

III. GENERAL OBJECTIVES

A. To provide the student with a realistic understanding of likenesses and differences among people.

B. To develop the student's ability to appraise the relative importance of differences observed in others.

C. To enhance the student's feelings of self-worth by pointing out advantageous differences they might possess.

D. To help the student understand his own abilities and develop a realistic prespective of himself in society.

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities
  1. Measure height, weight, and length.
  2. Compute changes in height and weight from student's own health record.
  3. Compare wages of different jobs requiring different skills and personal characteristics.
  4. Observe and compare money denominations.
  5. Compare prices when grocery shopping.

B. Social Competence Activities
  1. Practice asking questions of a resource person.
  2. List proper behavior to exhibit on field trip.
  3. Role-play by dramatizing behavior desired during a job interview.
  4. Form a committee to plan a presentation to be given in front of the class.
  5. Develop a check list to evaluate own behavior and appearance.

C. Commuhicative Activities
  1. Retell stories that were used to teach.
  2. Use stories for practice of language skills (developing sentences, alphabetizing, spelling, punctuation).
  3. Participate in developing and writing experience charts.
  4. Use of tape recorded lessons to develop listening.
  5. Use of tape recorder by students to evaluate speech.
  6. Present puppet shows reflecting understanding of likenesses and differences.
  7. Use telephone to request a visit by a resource person.
  8. Write letters of thanks to resource persons or hosts for field trips.

9. Read newspapers to find jobs suited to specific types of people.
10. Read biographies or magazine articles about famous people who had physical differences yet managed to overcome them or use them to their advantage.

D. Health Activities

1. Use a microscope to determine similar and/or different characteristics.
2. Discover how heredity determines our similarities to our parents. Complete a bulletin board with snapshots of pupils' families and try to match the pupil to his family on the basis of physical similarities.
3. Show how nutrition affects our appearance and causes apparent differences (acne).
4. Discover how good grooming minimizes unwanted differences.
5. Read newspaper and magazine articles that explain the effects of some diseases (German measles, mumps) and stress the importances of immunization to prevent unwanted differences in babies.
6. Read newspaper articles about transplants of human organs.
7. Feed two rats on different diets and record physical differences that develop in appearance, disposition, weight, etc.

E. Safety Activities

1. Develop a bulletin board based on safety during field trips.
2. Develop bus safety rules for students.
3. Discuss pedestrian safety practices to employ on field trip.
4. Read pamphlets and books relating to home accidents.

F. Vocational Activities (The formation of attitudes conducive to realistic employment goals underlies much of this unit)

1. Study want ads to determine how differences apply to job seeking.
2. Have a resource person from the Employment Security Commission discuss the opportunities for people with individual differences.
3. Arrange a field trip to a business that hires handicapped people to see how they perform their jobs. (Do not discuss the people until after the trip.)
4. Visit the Goodwill Industries or a job training school to discover avenues of employment.

V. RESOURCE MATERIALS

A. Books for Pupils

Amram, Schienfeld, *Why you are you.* New York: Abelard-Schuman, 1959 (child and teacher resource).

Benedict, Ruth and Gelfish, Gene, *In Henry's backyard, the races of mankind.* Henry Schuman, Inc. Also film: *Brotherhood of Man* (animated and in color).

Cohen, Robert and Heymoniken, *The color of man.* New York: Random House, 1968.

Schenk, G., *History of man.* Basic Science Series, 1961.

B. Other Resources

1. Newspaper want ads
2. Driver's license forms
3. Magazine and catalog pictures
4. Cameras and color films
5. Resource persons
   a. police artist to demonstrate the method of developing a composite sketch
   b. employment office personnel

6. Trips by class members
    a. police station where you may have to go to see the composite sketches
    b. store or business with a handicapped worker
7. Art supplies: butcher paper, colors or paints
8. Film and filmstrip projector
9. Microscope
10. Overhead projector and transparencies
11. Assorted objects for comparison (leaves, snowflakes, etc.)

VI. VOCABULARY WORDS

abilities
advertise
alike
characteristics
color
compare
differences
employers
expression
features
heaviest
lightest
likenesses
prove
shape
shortest
silhouette
size
tallest
traits
transplant

LESSON #1

SCOPE OF LESSON: 1. To establish the concepts of likenesses and differences by comparing a variety of everyday objects.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to compare two or more objects provided by the teacher and: a. Identify at least two similarities. b. Identify at least two differences. c. Verbally state the trait compared (i.e., color, shape, size, weight).	1. Initiate student's thinking by making a statement such as: "All these leaves came from the same tree, therefore, they are all exactly the same." Allow discussion and ask for proof of differing opinions.	Objects for comparison: 1. Leaves from the same tree. 2. Snowflakes 3. Printed letters from the same newspaper. 4. Two hairs from one person's head. 5. Seeds from the same apple or two peach pits. 6. Flowers of the same kind. 7. Two stones or gems. 8. Two coins of same denomination.	Today we studied ways in which things are the same and different. We had to compare many things. The characteristics or traits we looked for were color, size, shape, length, width, and weight. Since our eyes did not always tell us correctly, likenesses and differences, we had to be careful and prove them.

LESSON #1 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	2. As a group, quantify the likenesses and differences: (a) Compare color. (b) Trace two leaves on separate transparency sheets and place one over the other to compare shape (or trace around two leaves on blackboard with different colors of chalk) (c) Use ruler to measure length and width	Overhead projector Transparencies Chalk Tape measure Ruler	
	3. Formulate statements about the two leaves in the form the pupils will be expected to use in Activities 4. "The leaves are the same color (green). They have the same number of points (5). They are different in shape and size."		
	4. Have the students form committees or groups to study the objects listed under resources. Each group is to use the necessary equipment to prove the likenesses and differences of the leaves and to formulate a summary sentence listing two likenesses and two differences.	Microscope Scale or balance	
	5. After the reports, conclude by writing an experience chart of general findings.		
	6. Vocabulary: color, shape, size, compare, characteristics, traits, prove, likenesses, differences.		

LESSON #2

SCOPE OF LESSON: 1. To demonstrate the similarities of people.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to contribute to a list on the experience chart, characteristics which are constant among people.	1. Have a set of transparencies ready (Appendix B). Begin with the two outlined figures of people. Choose students to point out the ways they are the same. "All people have two legs, two arms, five fingers on each hand," etc.	Transparencies of human bodies (Appendix B) Overhead projector	Our bodies are alike in many ways. We all have 2 legs, 2 arms, 1 nose, 2 eyes, 10 fingers, skin, bones, blood vessels, arteries, intestines, hearts, etc.
	2. Fold over the individual overlays one at a time, removing each after it is discussed. For each overlay, have students point out and name the ways humans are the same.		
2. To be able to delineate the characteristics shared by all humans on a worksheet.	3. When discussion of the transparencies is complete, write a list of common human features on the experience chart.		
	4. Draw the students' attention to the bulletin board consisting of various newspaper and magazine pictures of recent transplants of human organs (this would be prepared beforehand). Ask why transplants are possible. Elicit answer that human bodies are basically the same. Add statement about transplants to experience chart.	Bulletin Board materials	Because our body parts are the same doctors are able to take parts from one person and put them into another person. This operation is called a transplant.
3. To show interest in the lesson by finding and bringing to class a newspaper or magazine article on transplanted organs.	5. On the worksheet, circle only the words that tell of common body parts.	Worksheet for ways our bodies are the same (Appendix A).	
	6. Vocabulary: alike, transplant		One man lived over a year with another man's heart.

LESSON #3

SCOPE OF LESSON: To establish ways in which people differ.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To contrast the physical differences among the students in the class by comparing body pictures made by students.	1. Have the students choose a partner and work together drawing around one another. One student lies on his paper while the partner traces his outline - then vice-versa. Each student cuts out and colors his outline to resemble himself.	Butcher or wrapping paper cut into approximate lengths of students' heights. Crayons Scissors	Even though our bodies have the same parts, we do not look the same.
2. To demonstrate understanding of the differences by correctly completing sentences provided by the teacher using information supplied on the body outlines.	2. If available from school nurse, record height and weight of each student on card and staple to front of figure. Otherwise, students continue with partner to measure each other and weigh themselves and complete cards to affix to the figure.	Cards Staples Yardstick Scale	
	3. Hang the paper figures around the room so all are visible so the students can complete the worksheet with questions similar to the following: (a) ______________ is the tallest. (b) The shortest person is _______ inches. (c) ______________ weighs the least. (d) Do any two people weigh the same? (e) What person's weight is closest to yours? ____________ (f) _____ pounds is the most any person weighs. (Don't use this if there is any cause for sensitivity.) (g) A __________ (boy or girl) is the tallest. Or questions can be written on the blackboard for children to copy.	Worksheet (Appendix A)	

LESSON #4

SCOPE OF LESSON: 1. To continue realization of the many ways people differ and to establish differences as a means of identification.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To participate in discussion of lesson content and to be able to name at least three describing characteristics of another student during "Detective" game.	1. Hang body cut-outs backward so only the outline is visible. Have students guess the identity of the outlines. When students are unable to distinguish among some shapes, elicit what additional information would help identify whose outline is shown. Form a list on the blackboard such as: Color of hair, skin, and eyes. Shape of nose, mouth, and ears. Identifying characteristics (freckles, scars). Clothing	Body outlines from Lesson #3.	Our shapes are different, but we could not always guess the right person. We sometimes need to know more things about people such as the color of their eyes, hair, or skin, or what kind of clothes they wear.
	2. Discuss ways this information is used. (a) Police record this information when a crime is committed to help in identifying suspects. (b) Characteristics are recorded on documents such as a driver's license. Helps identify a person so he can cash checks.	Newspaper articles describing people seen committing crimes, etc.	
	3. Play identifying game "Detective." A pupil names three characteristics of a person so others can guess who he is describing. Continue with other students.	Sample of driver's license forms or wanted posters.	

LESSON #5

SCOPE OF LESSON: To present the subtle differences of facial features that can affect the appearance of an individual.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to identify the person represented by a composite sketch.	1. Make arrangements for a police artist to visit the class or for the class to go to the police station in order to see the artist's composite sketch, materials and methods. If possible, have the guest draw all of the class members.	Resource person police artist or Field trip: police station.	We made different kinds of faces today. Everybody has the same features but they look special when they are put together. Just by changing one part, the expression of the whole face changes.
2. To be able to choose the correct features to represent himself or someone else.	2. If this method of showing the effects of different features is not available, use transparencies to show the same effects. Have 3 or 4 representations of each feature on separate sheets so they can be used interchangeably for the greatest number of different features. Demonstrate 1 or 2 faces, then let the pupils make composites of each other's faces.	Overhead projector Transparencies (Appendix B)	
3. Given composite cartoon features, to be able to create at least five different faces.	3. Seatwork: Have each student make as many different combinations as he can using worksheets.	Drawing materials Worksheets (Appendix)	
	4. Have games available for individual play.	Games such as: Changeable Charlie Mr. Potatoe Head	
	5. Vocabulary: expression, features		

LESSON #6

SCOPE OF LESSON: To discover another important example of difference between people.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To make an impression of own fingerprints.	1. Have worksheets ready. Demonstrate the way to take fingerprints with ink. Allow each student time to prepare sheet with his fingerprints. Keep these pages to use in booklet constructed later.	Worksheets Ink pad Cleaning materials	We used ink to make our own fingerprints. Each finger has a different pattern. None of our fingerprints were exactly the same. The police and FBI use fingerprints to prove identity.
2. To be able to conclude that fingerprints are different and to recognize how they are different.	2. With ink, have one student at a time make a fingerprint impression on a transparency. Using a highlighting pen, of a different color, trace over the pattern of each individual's print to facilitate comparison.	Overhead projector Transparencies	
	3. Ask students if there are any two class members with the same fingerprints. Discuss their worksheets and whether any one person had two fingerprints the same.		
	4. Using the wanted posters, discuss the utility of everyone's having different fingerprints. Some groups may want to drip wax from a candle and make a fingerprint mold. The classification of fingerprint patterns used by the FBI so fingerprints can be quickly identified if already on file. Some students may also be aware of the method of taking a voice print and its use for individual identification.	Wanted posters Candle	

LESSON #7

SCOPE OF LESSON: To continue recognizing self, own individuality, and personal traits.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to complete a questionnaire about self and to demonstrate understanding by marking specified types of responses.	1. Take a full-length color picture of each student individually.	Camera Film (If you have a camera that does not immediately develop the picture, take the pictures at the beginning of this unit so they will be ready for use with this lesson.)	We found that we have many different characteristics. These make us special. They help people recognize us.
	2. Fasten the photograph to a worksheet on which the student will fill in information about himself. Sentences such as the following can be on the worksheet or written on the board for the student to copy: (a) I am ____________________ (b) I am ____________ years old. (c) I weigh ____________ pounds (d) I am _____ feet _______ inches tall. (e) I have ____________ (color) eyes. (f) I have these special characteristics ____________________ ____	Worksheet Chalk Blackboard	
	3. When the information is complete, have each student mark a red X beside each characteristic that distinguished him from his classmates. (Unique to him).	Red pencils, pens or crayon.	

LESSON #7 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. Trade papers. First have the students read the ''X'' marked items to the class. Without telling whose paper they have, then have other students guess who it is. If the items are truly distinguishing, the students should be able to guess. 5. Save sheets to use in booklet. 6. Vocabulary: characteristics.		

LESSON #8

SCOPE OF LESSON: 1. To discover more inter-individual differences.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To recognize by visual inspection, another feature unique to self, by comparing own handwriting to others and to recognize own handwriting by describing two things that make it different from another's sample.	1 Students copy experience chart (or similar material) all writing the same material, in cursive writing. 2. Put students' papers, one at a time, in opaque projector. Have students try to identify the writer without being told. Ask how they knew the writer. Expect sentences such as "Sally always writes without any margin." "Bill writes big." or "Johnnie writes in a hurry." 3. Put two papers together and observe the differences. Have one writer describe his writing, giving at least two differences. "I make my g's longer and I cross my t's with a shorter line." 4. Discuss ways our handwriting is used to identify us. Can you copy someone else's name on a check? How does the bank know? 5. Save handwriting papers for booklet.	Experience chart from Lesson #6. Writing materials Opaque projector	Our writing is different. Everybody makes letters differently. Sometimes writing can be used to identify people.

LESSON #9

SCOPE OF LESSON: 1. To discover intra-individual differences.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To compare halves of race and verbally express differences.	1. Begin with discussion of question, "Are both sides of your face exactly the same?"		Our own body is not always the same. One side is different from the other. We can measure the difference with a tape measure.
	2. Using a large full-face picture from a magazine, demonstrate that the halves are not the same: Cut the picture in half. Hold each half up to the mirror so it is reflected exactly. Observe that the face looks different. The left half is not exactly the same as the right half.	Magazine pictures Mirror Scissors	
2. To measure parts of body, right and left and determine the differences in inches and to record these measurements accurately on a worksheet.	3. Have each student demonstrate how his face is different with his school picture. (Can hold ½ of the picture behind mirror to behind mirror to demonstrate without cutting the pictures.)	Pictures of individual class members	
	4. Ask students how they can prove that the rest of their body also varies. Elicit: measuring.		
	5. On a worksheet similar to the one below, have each student record the size he measures and subtract to find the difference between his right and left sides.	Measuring tapes Worksheet (Appendix A)	

(circumference)

top of left arm _____ left forearm _____
top of right arm _____ right forearm _____

Difference _____ Difference _____

left wrist _____ left thigh _____
right wrist _____ right thigh _____

Difference _____ Difference _____

LESSON #9 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES		RESOURCE MATERIALS	EXPERIENCE CHART
	left foot _____ right foot _____ Difference _____ length of right forefinger _____ length of left forefinger _____ Difference _____	left ankle _____ right ankle _____ Difference _____ around left thumb _____ around right thumb _____ Difference _____		

LESSON #10

SCOPE OF LESSON: 1. To discover the importance of individual differences.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to find at least five want ads specifying characteristics desirable for a particular job and to mark the feature desired by underlining it.	1. Obtain copies of an employment questionnaire for each student or or have one prepared on transparency.	Employment questionnaire Overhead projector Transparencies	Employers sometimes choose workers who have special traits or abilities. They use questionnaires to find employees with those traits.
	2. Select individuals to read the items and discuss why the employer needs to know that information about a prospective employee. ''Why do they ask how old you are?'' ''What difference does it make on how much you weigh?		
	3. Students can fill in the questionnaire and retain it along with other papers to use in constructing a booklet ''About Me,'' or ''I am Me,'' or ''I Am Special.''		
	4. Give each student a newspaper want ad section. Have him select only those want ads that specify traits desired. Cut out and paste to a sheet as many as he can find. Underline the traits described as desirable.	Want ads section Worksheets Paste	
	5. Vocabulary: employers, traits, abilities, advertise.	HERE'S AN OPPORTUNITY To make money talking on the telephone. You need: 1. Pleasant telephone voice. 2. Sincere desire to work and 3. Willingness to be trained and learn a new exciting career.	

LESSON #10 (Contd.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
		YOUNG MAN AGE 21-35 CATERING MANAGER Hotel Fort Des Moines Food Service experience necessary. Apply in person to Mr. Larry Dowie Catering Manager No phone calls please!	
		ARMOURED CAR MESSENGER Prefer man over 40. Must have clean background. Apply LEWIS SYSTEM, 314 - 12th Street.	

ACTIVITIES

The activities recommended in this section correlate with the topics found in the curriculum content outline. Following a description of many activities, the teacher will find a reference to the section of the content outline to which this activity relates.

Some activities are accompanied by materials for duplication, overhead projection, or lesson plans. These sheets are categorized according to usage in the appendices.

At the end of the activity description reference is made to related stories or role-playing situations which are located in the appendices.

No reference is made to grade level since the activities can be used as they are, simplified or expanded for individual classes.

INHERITANCE OF PHYSICAL CHARACTERISTICS

Other Suggested Activities:

1. Observe and discuss that animal litters are a way of showing how offspring are alike and different. The children can see ways in which the babies resemble, or are different from their parents. Some of the traits that might be examined are:

   a) coloring *d) sex*
   b) markings *e) resemblance to either parent*
   c) size

   This activity is especially effective if someone brings to school, or the class visits, a litter of newborn kittens or puppies. The teacher and pupils can note their observations on an experience chart as well as illustrate them through pictures of litters. These can be compiled into a classroom scrapbook.

   A sample pupil worksheet for this activity is in Appendix A. Have each child choose colorings and markings for the mother and father cat. Then have them show possible combinations that might be apparent in the offspring.

   Example: *A female yellow cat mated with a gray striped cat and had a litter of six kittens:*
   1 kitten looked exactly like the mother
   1 kitten looked exactly like the father
   1 kitten was yellow and striped
   1 kitten was solid gray
   1 kitten was a combination of gray and yellow
   1 kitten was pure white (albino, mutant)

   Using what the children have learned, have them tell if such a litter is possible and why? Have each child color, mark his own worksheet, and defend his reasons for making the offspring appear as they do. The pupils will enjoy relating this activity to themselves and their families. As a follow up activity, have the children bring family photos and albums to discuss and display. The photos and brief descriptions of the pictures can be used as a bulletin board display.

2. Use an inherited trait checklist as a worksheet, to demonstrate the concept that physical traits are inherited from parents and ancestors. Activity #1 would serve as a good motivating device for this type of lesson. By filling in and examining the checklist, the student will be able to judge which parent or ancestor was most influential in his physical makeup. A sample checklist is given below and is to be used for teacher duplication; as in Appendix A.

   M= maternal (Mother's side) P= paternal (Father's side)

Sample: Whom Do I Look Like

Trait	Mother	Father	Grandmother M or P	Grandfather M or P	Other	Description
Height						tall medium short
Body Build						heavy medium big light small
Eye Shape						round almond small oval large slanted
Eye Color						black hazel green brown blue yellow
Nose Shape						long short broad narrow flat pug small
Ear Shape						flat big small prominent
Hair Texture						thick thin curly straight kinky fine
Hair Color						black grey brown blonde red
Skin Color						black tan olive yellow pink white
Other Characteristics						
(Example: *males*						
birthmarks						
cleft in chin						
dimples)						

The student can write a brief paragraph to accompany the checklist, describing the physical features covered above.

Example:

My name is Bill Adams. I am tall and thin. My hair is dark like my father's but curly like my mother's. My eyes are green and people say they look just like my mother's eyes. My skin is dark. I look most like my father.

In a special education classroom, the teacher and pupils can work jointly at checking off the various categories on the checklist. Let the students work independently, or in team-learning groups, discussing and comparing the results of their checklists and during the writing of their paragraphs. Their findings can then be substantiated through photographs or pupil-drawn illustrations.

Additional Activities:

3. Plan a visit to a nearby hospital. Arrange for the class, perhaps a few at a time, to take a tour of the viewing section of a newborn nursery. The purpose of this activity is to note physical likenesses and differences among babies. Physical differences and distinct physical characteristics are apparent even at this early stage of development (relates to Concept B).
4. Look at and discuss pictures of human families. Large pictures from books or magazines can be utilized with an overhead projector. Have the class observe and discuss similarities, family traits or individual differences. (Relates to Concept B)
5. Observe pictures of uterine development of the embryo/fetus. Learning about things as relative size, weight, organ development, and fetal activity (hic-cup, thumb sucking, kicking, yawning) are of special interest to children. See appendix A for sheet to be used with overhead projection in illustrating fetal development (relates to Concept C).
6. Make a springtime visit to a nearby farm or zoo. The class will enjoy seeing baby animals with their parents. The physical similarities between most offspring and their parents illustrates the inheritance of physical characteristics.
7. Show slides or films illustrating various physical handicaps, i.e., crippling diseases, hairlip, deformities of face, body. Use a local hospital, clinic, or physician as a source of materials or resource personnel. The emphasis here is to have the students understand why these things happen and enable them to cope with and understand these disabilities in themselves and others. (Relates to concepts E and F)
8. A class project with animals (mice/hamsters) is one way of showing how nutrition and proper diet are essential for mental and physical well-being. One animal is used as a control and given an adequate, well-balanced diet. The second serves as the experimental animal and is fed a diet deficient in one or more necessary food elements. The children will have first hand observations pointing out the need for adequate nutrition. For example, they will observe differences in animal characteristics such as fur, eye and skin appearance, as well as differences in animal disposition activity, or appetite. These findings can then be applied to certain groups of people denied an adequate standard of living, i.e., various minority groups (Mountain whites, Black ghetto dwellers, Indians). (Relates to Concept F)

EMERGENCE OF THE MAJOR RACES

1. Have the pupils take an imaginary trip to a different type of world or alien environment. A trip to the moon is both topical and highly motivational to the pupil. The purpose of this activity is to give pupils an idea of how man has to adapt his environment to his needs. Some of the conditions that man must adapt to will make good topics for discussion.

   Examples: *lack of oxygen*
   lack of animals or plants
   weightlessness
   lack of water
   extremes in temperature
   gaseous explosions

   Let the pupils think of artificial devices that would enable man to live in this type of environment or make suggestions of how a "moon man" might look. This type of activity is related to understanding of how every man had to physically change his environment to meet his needs.

2. Take a walk or brief field trip with the students. The aim of this activity would be to have the students observe things that man uses to alter or control his environment. This enables man to live almost anywhere without having to change appearance over the thousands of years as our ancestors probably had to do.

   Examples: *heating*
   housing
   growing & farming of foods
   medicine
   (combat illness, disease)
   air conditioning
   protective clothing (gloves, coats, boots, umbrella)
   vitamins
   lotions (dry or chapped skin, suntan)

   This can be expanded even further to include future scientific advancements that would give man even greater control over his environment.

   Examples: *protective weather domes enclosing entire cities*
   controlling climate and weather by seeding clouds
   ultrasonic transportation
   ice/snow melting devices built into sidewalks and roads

   Due to scientific advances, man is now able to live almost everywhere. See Appendix C.

Other Suggested Activities:

3. A class discussion about ancestors would be an appropriate time to introduce a study on prehistoric life, cave man, etc. The students can study such topics as where they might have lived, how they might have lived and methods used for survival.

   Examples: *cave-dwelling*
   food gathering and hunting
   protection from animals and weather
   family life

4. Plan to visit a museum. The class would enjoy viewing the exhibits illustrating man's civilization and development through the ages.

5. Make a study of contributions early man has made to our modern civilization. A room or bulletin board display depicting early tools, etc., can be used for pupil involvement.

   Examples: *fire building devices*
   tools
   weapons

6. Learn about some special groups of people and the contributions they have made to society through their civilizations.

   Examples: *Arabic - number system*
   Egyptian - time telling
   Roman - calendar

7. Suggest some hypothetical environmental conditions and have the students illustrate how people living in these environments have changed physically and how they would look. This is a fun activity.

   Examples: *very wet - people might eventually have webbed feet*
   extremely hot - people might eventually lose the need for any hair

8. Make a bulletin board or wall display of how man has made physical adaptations to environment.

   Examples: *decrease in body hair*
   decrease in size of jaw and teeth (no need for tearing at food)
   increase in body height and weight

9. Discuss some criteria for physical attractiveness or unattractiveness and how standards for beauty differ from people to people. The aim is to bring out the point that there are no superior or inferior physical traits.

INFLUENCES ON BEHAVIOR

Language

1. Discuss and demonstrate with the class various non-verbal methods of communication. It can be emphasized that actual words are not always necessary for putting across thoughts and ideas. One activity can show how symbols are used as a means of communication via the Morse Code. Each student is given a sheet of the Morse Code symbol alphabet. The teacher may choose to go over this sheet with the class, using a few examples on the board or overhead projector. The students can work individually or in small groups decoding sample messages or sending Morse Code messages. The pupils can either use visual messages written out in dots and dashes or can send auditory Morse Code messages using sounds.

   Examples: *pencil taps for dots*
   first pounds or finger taps for dashes

   Expand the activity to other forms of non-verbal communication.

Examples:	*smoke signals*	*light signals*
	mirror flashes	*drum beats*

   This activity can be used in connection with Language C. A worksheet for duplication of Morse Code is found in Appendix A.

2. The educable mentally retarded benefit from practice in various activities that call for auditory discrimination skills. The pupils will enjoy an activity where they have to identify a person or persons by recognizing the sound of the voice or speech pattern. Have the class put their heads down and direct one child (by a tap on the shoulder) to say a simple phrase, jingle, etc. The other children will then try to identify the person who is speaking. A record player can be used and the children asked to identify a singing group. If the teacher has access to a tape recorder, she can tape individual children's voices or she can tape excerpts of songs, stories or speeches narrated by famous people with whom the children are familiar.

   Examples: *movie and television personalities*
   cartoon characters
   presidents of the United States
   school personnel

   (Relates to Content Outline - Language A)

Other Suggested Activities:

3. Play a game of Charades with the class letting them act out a song, movie title, famous personality or phrase. Only allow the students to use gestures; not words.

4. Dramatize how people use their eyes, faces, hands and bodies to convey emotion. The teacher whispers the emotion she wants expressed to an individual child who must then put this across to the class.

   Examples: *anger - frown, lips jutted out, teeth clenched, hand in fist.*
   tiredness - eyes half closed, mouth and face slacked and expressionless, yawning.
   surprise - eyes wide and opened mouth.

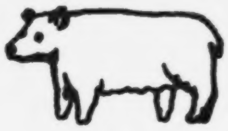
   (Relates to Content Outline - Language A)

5. The children will enjoy learning a few common words of a foreign language. A duplication sheet to accompany an activity such as this is found in Appendix A.

   (Relates to Content Outline - Language D)

Names

1. Students enjoy looking up the origin and meaning of their first name. This type of information is found in the *Naming Your Baby* books which are available in a library or book stores. As a followup activity, have the children depict the meaning of their first name by drawing illustrations of their names. These can be posted around the room or used as a bulletin board display.
   (Relates to Content Outline - Names A)
   Example: *Bernard*



The Bear

2. A meaningful activity for mentally retarded students is the dramatization of various reactions to name-calling. The pupils are given certain situations to which they can apply the technique of socio-drama.
   Example: *A boy was walking down the street. As he passed the drug store a number of boys standing at the entrance called him "punk." What would he do?*
   Allow the pupils to discuss what reactions would be beneficial or harmful to the situation and act out alternative solutions to the problem.
   (Relates to Content Outline - Names D, E, F.)

Foods

1. As a room or bulletin board display, post a large world map. This map could either be commercially prepared or constructed by the students. Have the class use this map for tracing the origin of some favorite foods by either drawing pictures of the food they want to depict or by using large and colorful magazine illustrations. Paste the pictures on the country or section of the world from which that particular food originated. Local super markets and grocery stores are good sources for supplying pictures or materials for classroom use. See Appendix A.
   (Relates to Content Outline - Foods G)

2. Use the class or community as natural resources for the study of foods. The parents and/or members of the community might enjoy preparing a dish from the country of their ancestors for the class. Have the guest discuss some native customs, costumes, and information concerning the culture of this country along with the preparation of the nation dish. This type of activity provides an opportunity for the retarded child to learn and display social behavior by meeting and hosting guests in his familiar and comfortable classroom setting. It is recommended that this activity extend over a period of weeks.
   (Relates to Content Outline - Foods E)

3. The study of foods is aimed at emphasizing the importance of nutrition and adequate food quality and qunatity. When presenting this topic to the class, the teacher should introduce her students to the four basic food groups. As an activity, divide the class into teams of three or four students. Each team would be responsible for planning and illustrating a day's balanced diet. Pictures from magazines can be used to illustrate the foods.
   (Relates to Content Outline - Foods A, B)

Other Suggested Activities:

4. Obtain sample menus from restaurants serving foreign foods. Many of these menus have an English interpretation of the dish written beneath the foreign name. These menus could be displayed in the room. One of the purposes of this type of lesson is to emphasize the basic similarities among foods. Although the name of the dish or methods of preparation vary, all people generally eat the same types of food.
   (Relates to Content Outline - Foods C)
5. Discuss the availability of certain foods on a geographical basis:
   Examples: *Scandinavians - fish eaters, fisherman by profession due to closeness to water.*
   Orient - climate is perfect for growing rice. Thus, rice is the main element of diet.
   Tropics - warm, wet climate yields lots of natural vegetation. Natives usually have an abundance of fruits, melons, coconuts, bananas.
   (Relates to Content Outline - Foods D)

Homes and Clothing

1. Collect large travel posters from travel agencies, geographical societies or motor clubs and display them to show varieties in housing and clothing. It should be emphasized that only some people from different countries dress in native costumes or live in characteristic housing. Today western influence is found throughout the world and effects clothing and housing standards.
   (Relates to Content Outline - Home and Clothing C, D)
2. The students will enjoy planning an International Festival. They can construct costumes of simple materials representing various countries or forms of national dress. Each student becomes a specialist when describing the costume, its construction, and giving information about the country it represents.
   (Relates to Content Outline - Home and Clothing C)

Other Suggested Activities:

3. Look over and discuss various forms of homes and clothing. Point out how both homes and clothing reflect man's adaptions to environment. A series of pictures entitled, "Children of the World" (SVE Films) can be obtained at most libraries and is excellent for this activity.
   (Relates to Content Outline - Home and Clothing B)
4. Use the class as a resource for bringing in clothing, household or decorative items from foreign countries. A class discussion and display of these articles is a worthwhile project. This activity provides a good opportunity to invite other students to visit and have contact with special education students. The educable mentally retarded students will also benefit from contact with children from other classes.

Manners and Mannerisms

1. A story to emphasize how manners and mannerisms vary among people of different cultures is provided for class discussion. See Appendix A.
   (Relates to Content Outline - Manners and Mannerisms A, B)

2. As an experience chart activity, work jointly with the pupils or have them work in teams constructing a list of some common American manners and mannerisms. Members of the class will enjoy demonstrating some of these manners in appropriate situations.
   Examples: *shaking hands when meeting*
   holding a door open for someone
   using terms such as: thank you, excuse me, pardon me
   removing hats when inside a building or to show respect
   allowing ladies to be first when entering buildings, elevators.
   (Relates to Content Outline - Manners and Mannerisms D)

Other Suggested Activities:

3. As a fun activity, study some unique customs or mannerisms found in other cultures. Although they seem funny or strange, they are a part of a life style just as our customs are to us. (Relates to Content Outline - Manners and Mannerisms C)
4. Culminating sheet for teacher duplication on the different ways people have of meeting needs. See Appendix A.

IMMIGRATION AND THE AMERICAN WAY OF LIFE

1. Show pictures or slides of immigrants and their contributions to the American Heritage. Have the children work individually or in teams to illustrate the process and progress of American immigration. These illustrations can be put into chronological order and displayed in the room as a time line or bulletin board. Some examples of events worthy of recognition are:

   Indians of the New World (Example - The First Thanksgiving)
   pilgrims building homes or working the soil
   slaves being brought to America in slave ships
   the westward expansion
   opening of the west for farming by German and Swedish immigrants
   Chinese and Japanese immigration on the west coast
   arrival of the European immigrants on Ellis Island, New York

2. Discuss reasons that would make a family uproot themselves and find a new place to live. Have the students relate this topic to their own experiences.

   Examples: *moving closer to family ties*
   moving because of a new job
   moving into a more adequate house
   moving to be closer to a school
   moving to a different climate
   moving because of military obligations

   Encourage the children to talk about some problems and adjustments that must be made when moving.

   Examples: *finding a new home*
   finding a new job
   making new friends
   learning a new language
   adjusting to new foods
   adjusting to a new climate

   This type of activity gives the children an understanding and respect for the courage and determination of the groups who migrated to the United States. Relate this activity to the reasons why immigrants came to this country.

   (Relates to Content Outline - Immigration E)

Other Suggested Activities:

3. Use the class and community as a resource for learning about the three major religions. Invite members of the clergy or representatives of the major religious groups to come in and discuss and illustrate various aspects of their religion.

   Example: *customs* *special holidays*
   dietary laws

4. Have the children visit various neighborhood churches and synagogues to learn about the customs and religions of various groups. These experiences can be recorded in the form of experience charts or pupil drawings. This is an activity that should be approved by the parents. Encourage the parents to accompany the children on these visits and to take an active part in all the activities.

5. Have the pupils, with the help of their parents, tell from which country or part of the world their ancestors emigrated. The pupils can locate this information on a large map used for class display. The aim of this activity is to emphasize that our ancestors were at one time immigrants.
   (Relates to Content Outline - Immigration D)
6. Use a practical example to help students understand feelings of prejudice toward minority immigrant groups.

   Suppose a new boy moved into the neighborhood and came to our school. He could not speak or understand our language. He wore clothes that looked strange to us. His family seemed to have peculiar ways of doing things. They spoke a different language and ate foods that we never saw before. We know this because we saw what he brought to school in his lunch box. This boy seemed very quiet and did not seem to want to make friends.

   1. How would you feel about this boy?
   2. Why would it be hard for you to make friends with him?
   3. How do you think he felt?
   4. Do you think that he was really unfriendly? Why?
   5. What reasons would you have for not liking or making fun of this boy?
   6. Would you try to make friends with him? How? Why?
   7. How do you think you would look and feel if you were a stranger in his country?
   8. If you were a stranger in another country, what do you think people could do to make you feel more at home or comfortable?
7. Make a list of contributions made to our American heritage by immigrants and Afro-Americans. See Appendix A.
   (Relates to Content Outline - Immigration H)

UNDERSTANDING OUR FEELINGS

1. Have the pupils work together and play an immediate response-word association game. Have the pupils relate the first thing that comes into their minds when given an oral cue word. The teacher can record some individual responses.

   Examples: *food*
   mother
   black

   Discuss the responses of the students. Some words are emotionally charged and will elicit either a positive or negative response. Other words are neutral and will call to mind varied responses neither particularly negative or positive, based upon the experiences of the individual child. A lesson plan to accompany this activity is found in Appendix C.
   (Relates to Content Outline - Understanding Our Feelings A)

2. Compile a collection of pictures that might elicit a positive or a negative emotional response from the pupils. Ask the pupils to discuss how they felt when looking at the pictures. Encourage class discussion about likenesses and differences, emphasizing difference of opinion. These pictures can be gathered from magazines, newspapers, calendars, and travel posters. As a class project have the pupils work on an experience chart stating some likes and dislikes. Samples of pictures that can be used are:

   a wedding — *a football game*
   a slum tenament — *a street fight*
   a wounded soldier — *a mother and child*

   A lesson plan to accompany this activity can be found in Appendix C.
   (Relates to Content Outline - Understanding Our Feelings A)

3. Students would enjoy taking an informal attitude inventory concerning their feelings about themselves and others. An inventory sheet provided for this purpose is found in Appendix C. The pupils and teacher can go over these inventory sheets jointly. The teacher should encourage free debate, discussion, and sharing of ideas and opinions concerning the items on the sheet.

Other Suggested Activities:

4. Role-playing situations are good for giving the student actual experience in making value judgments about themselves and others. Some situations for this purpose can be found in Appendix D. A worksheet on fair and unfair value judgments is also available for class discussion and teacher duplication. See Appendix A.

5. A series of stories concerning current social problems are found under this title in the appendix. These stories may be used in any way that suits the needs of the teacher and the particular class.

   Suggestions for using these stories are:
   a. tape them for group listening and discussion.
   b. dramatize them, using small groups of children to play the roles.
   c. read or present them to class members.
   d. present them and have the students think of various alternate conclusions.

In addition to the actual stories, there is a list of discussion questions, topics, and activities that accompanies each story. These are to be used by the teacher for presentation or to be duplicated for pupil use. Following is a summary of the subject matter dealt with in each story.

Story 1	Two boys learn that there are consequences to pay for mistreating an animal. This illustrates how people learn by experience.
Story 2	A boy faces a problem because his mother has feelings of racial prejudice toward Blacks. In reaching a decision between obeying her or using his own judgment.
Story 3	A mentally retarded boy uses the unsatisfactory method of withdrawal as a means of handling his fears and insecurities. This story illustrates that all people have special abilities as well as limitations.
Story 4	A teacher creates an uncomfortable situation for a Japanese-American girl. This story shows the dangers of emphasizing the differences rather than the similarities among people.
Story 5	A boy is handicapped in many ways because of his family life and home background. This story attempts to explore the underlying reasons and causes behind a person's behavior.
Story 6	Helps pupils analyze their own feelings towards picking on a vulnerable or defenseless person. Another good topic for discussion in regard to this story would be whether we should require that all people meet certain standards of behavior.
Story 7	This story and its related activities explain the origin and meaning of the word "scapegoat." It relates the word to certain types of behavior found in interpersonal relationships.

(These stories relate to Content Outline - Understanding Our Feelings 1 - 7)

6. View and discuss films or filmstrips related to prejudice and group understanding. Use the audiovisual section of the Bibliography for reference.
7. Encourage familiarity with music, games, and dances of other cultures. This can be integrated into music, physical education, and social studies curriculum.
   (Relates to Content Outline - Understanding Our Feelings 1 - 10)

UNDERSTANDING OUR FRIENDSHIPS

1. Have the pupils listen to books or stories concerning all types of friends or friendships. Encourage each child to choose one activity that he can do with a friend. Let the children illustrate their activity. Then compile their drawings or ideas into a class booklet or bulletin board display.

   Examples: *A friend is someone to share secrets with.*
   A friend is someone to switch lunches with.
   A friend is someone who giggles at the same things you do.

   (Relates to Content Outline - Understanding Our Friendships B)

2. Have each pupil think of someone who is his friend. Allow each child to be responsible for choosing one special quality that makes him like this person. A list of these qualities can be used in an experience chart and will be a good basis for class discussion. It is also helpful for pupils to be able to discuss the qualities they dislike in people. The aim of such an activity is to give children some insight into qualities that are usually accepted or rejected in or by other people.

   Examples: *I like people who are friendly.*
   I like people who are funny.
   I like people who are funny and laugh a lot.

   I don't like people who put me down.
   I don't like people who are show-offs.
   I don't like people who make fun of me.

   Another point that might be brought out through this activity is that we often are not sure of our reasons for liking or disliking people.

   (Relates to Content Outline - Understanding Our Friendships C, D)

3. Incorporate films, filmstrips, puppet shows, and dramatizations concerning the topic of friendship into classroom activities.

   Example: *The film, "The Toymaker" distributed by the Anti-Defamation League of B'nai Brith deals with the topic of friendship and would be appropriate for use with mentally handicapped children. This can be used as a puppet show also.*

4. Use large posters or pictures of people taken from magazines. Have the students give a first impression of the person in the picture based on appearance alone. They would be giving reasons why they would or would not want to be friendly with the person depicted. Discuss the fact that first impressions and physical appearance are usually criteria for choosing friends and judging people.

5. Plan a hypothetical situation concerning friendships that would be a meaningful discussion topic for the students.

   Example: *A new boy has been enrolled in our class.*
   What can we do to make him feel comfortable?
   How can we act in a friendly manner?
   - *smile and be friendly*
   - *include him in lunch and free activity periods*
   - *assign a student to show him around the school and introduce him to other students and teachers*

find out about the things that interest him
give him a special job or duty to do within the classroom

Dramatize, tape or discuss these situations.

6. A teacher may want to give the students a sociometric test in order to determine friendships, social cliques, isolets, etc. This device should be used only for the teacher's benefit and must be handled with great discretion. The children should not discuss their answers. Discussion of their answers can often predict the results of the sociogram. This will be damaging to an insecure child. This can be helpful to the teacher if she handles the results wisely in her teaching methods and handling of individual pupils. She can utilize the results in choosing class groups, teams, assignments for projects, ways of handling her pupils in terms of seating, discipline and involvement in social activities.
7. Give the pupils the worksheet on various reasons for choosing friends. It attempts to make the children aware of valid or invalid criteria for choosing friends or forming friendships. See Appendix A.

UNDERSTANDING OUR RELATIONSHIPS WITH OTHERS

1. Have the pupils construct a large wall mural or bulletin board display showing a map of their community. Take a field trip throughout the community, noting various landmarks, stores, businesses, public buildings, service and recreational facilities. These can be pinpointed on a map by using tags, drawn representations, pins and labels. This serves to familiarize the students with their immediate community. Retarded students will use a device like this for learning locations relative to their homes or school.
2. Invite representatives from various community businesses to come into the classroom as resource personnel. They can discuss their businesses or jobs and explain specifics as well as answer the students' questions. Try to get a cross section of racial, cultural and economic levels in choosing resource personnel.
   (Relates to Content Outline - Understanding Our Relationships With Others 1, 2)
3. Organize a visitation program with local business and industries, whereby students interested in this type of work or occupation can visit for a few hours. This student will then become the specialist in this area and report his findings and observations to the class.
4. Have the pupils make a study of the types of jobs that are of interest and available to them. They should be encouraged to take certain factors into account.
   Examples: *amount and type of training and education necessary*
   special talents or abilities required
   salary range
   working conditions
   special benefits or additional responsibilities

   It is important that educable mentally retarded students have necessary background and insight as to what is available in order to enable them to choose occupations within their capabilities.
5. Invite a representative from one of the local employment agencies to visit the class and discuss interviewing techniques. The students would benefit from seeing an actual application and interviewing form as well as from dramatizing actual interviewing procedures.
6. Have a large room display illustrating many types of people working in various capacities. Make an effort to keep these pictures well integrated.
7. Have the students work in teams dramatizing various business activities in which they are working on an interpersonal level with others.
   Examples: *role play store proprietor and customer*
   make a business call
   conduct or respond to an interview
   take an order for supplies
   look up information in a catalog or ordering book
   make change
8. Give the students concrete examples illustrating how personal prejudice undermines the progress and development of a community.
   Examples: *A capable, well trained doctor could not get employment in a town because he was Japanese.*

A southern town was in need of a good teacher. A bright young Jewish girl applied for the job and was turned down because of her religion.

A local woolen mill had to be shut down because they could not meet production quotas. Since the mill had a policy of not hiring Black workers they consequently could not find enough suitable employees to turn out the necessary amount of work.

A man refused to buy groceries in his neighborhood store because the owner was in the special education classes when they both went to school together.

A worksheet illustrating the limiting effects of personal prejudices can be found in Appendix C.

(Relates to Content Qutline - Understanding Our Relationships With Others 4)

BIBLIOGRAPHY

A. CURRICULUM GUIDES

B. PUBLISHERS

C. INTERCULTURAL LEARNING PROGRAMS DEVELOPED FOR STUDENT

D. RESOURCE MATERIALS FOR HUMAN AND RACE RELATIONS

E. AUDIOVISUAL AIDS

F. BOOKS ON AMERICAN CULTURAL MINORITIES

1. Afro-American, Negro
2. European
3. Indian
4. Oriental
5. Puerto Rican-Spanish
6. General

G. INTEGRATED BOOKS AND TEXTS

A. CURRICULUM GUIDES

INTERCULTURAL EDUCATION CURRICULUM GUIDES

(*indicates high recommendation)

Roslyn, New York High School
Afro-American studies, a curriculum guide. 1969.

Roslyn, New York Public Schools. Intercultural Relations Committee
Afro-American history and culture in the Roslyn Schools. 1969.

Syracuse, New York City School District.
Social Studies; an Overview and Chronology of the Role of the Negro in American Life K-12. 1966.

Burnt Hills, New York. Burnt Hills-Ballston Lake Schools.
First Steps; A Collection of Teaching Units on the Negro in American Society. 1968.

Burnt Hills, New York. Burnt Hills-Ballston Lake Schools.
*Understanding Prejudice; a Resource for Teachers K-12. 1968.

New York City. Bureau of Curriculum Development.
*Teaching about Minorities in Classroom Situations. 1968.

New York City. District Principals Conference.
Theme: Integration and the Social Studies Curriculum. January 1964.

Madison, Wisconsin Public Schools.
Education for Human Relations-Intergroup Understanding, Grades Seven through Twelve. 1964.

Madison, Wisconsin Public Schools.
*Education for Human Relations-Intergroup Understanding, Kindergarten - Grade 6. 1964.

B. PUBLISHERS

PUBLISHERS

ALLYN AND BACON, INC.
470 Atlantic Avenue
Boston, Massachusetts 02111
(617-482-9220)

AMERICAN BOOK COMPANY
55 Fifth Avenue
New York, New York 10003
(212-WA 4-6620)

BENZIGER BROTHERS
7 East 51st. Street
New York, N. Y. 10022
(212-PL 2-3773)

THOMAS Y. CROWELL & CO.
201 Park Avenue South
New York, N. Y. 10003
(212-777-2600)

CROWN PUBLISHERS
419 Park Avenue South
New York, N. Y. 10016
(212-MU 5-8550)

DOUBLEDAY & COMPANY
501 Franklin Avenue
Garden City, New York 11530
(516-747-1700)

E. P. DUTTON & COMPANY
201 Park Avenue South
New York, N. Y. 10003
(212-674-5900)

GROLIER EDUCATIONAL CORPORATION
575 Lexington Avenue
New York, N. Y. 10022
(212-PL 1-3600)

GROSSET AND DUNLAP, INC.
51 Madison Avenue
New York, N. Y. 10010
(212-689-9200)

ALFRED A. KNOPF
501 Madison Avenue
New York, N. Y. 10022
(212-935-2000)

MACMILLAN COMPANY
866 Third Avenue
New York, N. Y. 10022
(212-935-2000)

PITMAN PUBLISHING COMPANY
20 East 46th. Street
New York, N. Y. 10017
(212-TN 7-7400)

PRENTICE-HALL, INC.
Route 9 W
Englewood Cliffs, New Jersey 07632
(201-947-1000)

QUADRANGLE BOOKS
12 East Delaware Place
Chicago, Illinois 60611
(312-664-6451)

C. INTERCULTURAL LEARNING PROGRAMS DEVELOPED FOR STUDENTS

INTERCULTURAL LEARNING PROGRAMS DEVELOPED FOR STUDENTS

(*Indicates high recommendation)

1. EDUCATION CATALOG - STECK VAUGHN COMPANY, P. O. Box 2028, Austin, Texas, 1967.

   Human values reading program for elementary children.

2. *MACMILLAN GATEWAY ENGLISH - Developed by the Hunter College Project English Curriculum Study Center, 1967.

   Seventh and eighth grade literature and language arts program developed for the disinterested student, the disadvantaged reader, the reader with limited experience in language skills. Each level includes paperbacks, workbooks, recordings, and transparencies.

3. SPRINGBOARDS - PORTAL PRESS, INC., 605 Third Avenue, New York, 1967.

   Six learning programs in social studies, science, biography, language arts, fiction and reading developed for reluctant students in junior and senior high school. Lessons consist of integrated reading material relevant to the students' lives and areas of knowledge, self-quizzes and vocabulary building exercises. Many stories deal with the contributions of minority groups to American Heritage.

4. SCIENCE RESEARCH ASSOCIATES, INC., 259 East Erie Street, Chicago, Illinois, 60611.

   Social Science laboratory units for Grades 4, 5, 6. Kit of seven separate units.

   (1) Learning to Use Social Science
   (2) Discovering Differences
   (3) Friendly and Unfriendly Behavior
   (4) Being and Becoming
   (5) Individuals and Group
   (6) Deciding and Doing
   (7) Influencing Each Other

   Kit also includes five 33 1/3 rpm. records (four for the students, one for teacher, a teacher's guide and a copy of the booklet, *The Teacher's Role in Social Science Investigation.*

   Pupils are given a sample of behavior (record, skit, role-playing) and a story to read in the resource book. The teacher initiates a discussion that will lead the children to make a value judgment about the behavior. Pupils collect data through interviews, questionnaires, observation and attempt to analyze and make generalizations through their discoveries. The aim is to promote children to develop a realistic understanding of human relations.

5. TIME-LIFE BLACK/WHITE STUDIES KIT. Time Education Program, Box 870, Time Life Building, New York, N. Y., 10020. $3.00

   Seven vividly illustrated booklets, dealing with such subjects as race and ability, self-evaluation of racial attitudes, nature of prejudice, dimensions of black poverty and contributions whites can make.

6. COOK, DAVID, C., PUBLISHING COMPANY, 850 North Grove Avenue, Elgin, Illinois 60120.

   Series of pictures dealing with social problem situations. These are to be used for class discussion and interpretation and deal primarily with race relations between Blacks and whites.

D. RESOURCE MATERIALS FOR HUMAN AND RACE RELATIONS

RESOURCE MATERIALS FOR HUMAN AND RACE RELATIONS

Available through the following organizations:

1. AMERICAN COUNCIL ON EDUCATION, 1785 Massachusetts Ave., N.W., Washington, D.C.

*2. ANTI-DEFAMATION LEAGUE OF B'NAI BRITH, 315 Lexington Ave., New York, New York.

   Information concerning prejudice, civil rights and liberties, race and intergroup relations especially designed for teacher and students.

3. AMERICAN INDIAN HISTORICAL SOCIETY, 1451 Masonic Ave., San Francisco, California.

   Bibliographies on various Indian tribes.

4. AMERICAN JEWISH COMMITTEE INSTITUTE OF HUMAN RELATIONS, 165 East 56th Street, New York, N. Y.

   Reprints of magazine articles about various minority groups.

5. THE CITY COLLEGE, The City University of New York, New York, N. Y.

   Bibliography of the urban setting and its specific educational problems.

6. ENCYCLOPAEDIA BRITANNICA FILMS, 1150 Wilmette Avenue, Wilmette, Illinois.

7. INTEGRATED EDUCATION ASSOCIATES, Chicago, Illinois.

   Comprehensive classified bibliography of 3,100 references.

8. NAACP, 20 West 40th Street, New York, N. Y.

   Bibliography of 400 pre-school and elementary school texts and story books dealing with race relations and integration.

9. NATIONAL EDUCATION ASSOCIATION, 1201 Sixteenth Street, Washington, D. C.

   Bibliography of Multi-Ethnic Textbooks and supplementary materials (films, filmstrips, recordings, photographs, Grades 1-12.)

10. NATIONS SCHOOLS, 330 West 42nd Street, New York, New York, June, 1967.

    Twelve page listing of racially integrated materials, mainly books and films.

11. THE NEGRO BIBLIOGRAPHIC AND RESEARCH CENTER, INC., 117 ''R'' St., N.E., Washington, D.C.

    Bi-monthly magazine. Annotated list of multi-ethnic fiction, non-fiction, poetry, drama and music. Paperbacks and periodicals for young readers.

12. OFFICE OF EDUCATION, Educational Materials Center, Division of Research Training and Dissemination, Bureau of Research, 300 - 7th Street, S.W., Washington, D. C.

    Publications specifically designed for the disadvantaged child, i.e., handicapped culturally, economically, mentally or physically.

13. UNITED NATIONS - UNICEF, 331 East 38th Street, New York, N. Y. 10016
    - UNESCO, P. O. Box 433, New York, N. Y. 10016

    Pamphlets, films, and recommended books on the theme of brotherhood.

14. UNIVERSITY OF CALIFORNIA, Division of Research Graduate School of Business Administration, Los Angeles, California.

    Mexican-American Study Project Books, pamphlets, periodicals, bibliographies.

15. YESHIVA UNIVERSITY, Ferhauf Graduate School of Education, 55 Fifth Avenue, New York, N.Y.

    Publications on education of the disadvantaged.

E. AUDIOVISUAL AIDS

AUDIOVISUAL AIDS

Films and Filmstrips Recommended for Children

FILMS

*_Brotherhood of Man_ — 10½ minutes/color/cleared for TV (with fee)

An animated cartoon which explains how people of all races are essentially alike. (All age levels from 4th grade on) Purchase Price-$110.00.

*_Heritage_ — 5 minutes/black and white and color/cleared for TV

What happens when an individual disregards the rights of others? This animated film shows that all people have certain God-given rights that must be recognized and respected. The film is jointly sponsored by the Anti-Defamation League, the Chicago Catholic Youth Organization and the United Christian Youth Movement. (All age levels) Purchase Price-$65.00. b&w, $120.00 color.

*_I Wonder Why_ — 5 minutes/black and white/not cleared for TV

A unique and poetic approach to a Negro child's feelings about prejudice, based on a photographic book of the same title. Poignantly narrated and beautifully photographed, the film delivers a powerful message against prejudice. Suitable for all age groups, church organizations, parent-school and civic groups. For rental only.

*_One People_ — 10½ minutes/color/cleared for TV

A color cartoon, with Vincent Price as narrator. Depicts the contributions of nationality groups to our American culture. (All age levels) Purchase Price-$60.00.

*_Skipper Learns a Lesson_ — 9½ minutes/black and white and color/cleared for TV (with fee)

The story of a little girl and her dog, Skipper, who move into a new neighborhood. Although the little girl plays with other children, Skipper refuses to play with other dogs because of their superficial differences. Skipper eventually learns his lesson, and the children demonstrate that they can get along well together regardless of race, color or national origin. (Aimed at elementary grades but significant for adults as well). Purchase Price-$70.00 b&w, $135.00 color.

*_The Toymaker_ — 15 minutes/color/cleared for TV (with fee)

Two little hand puppets, one striped and one spotted, are friends until they discover they are "different"; then suspicion develops. The camera moves back, and the puppets discover that they are in the hands of the toymaker who helps them understand that he gave them different markings simply to tell them apart. (For elementary grades) Purchase Price-$150.00.

*_Voyage to America_ — 12 minutes/black and white/not cleared for TV

The contributions made by each immigrant group to the building of our country and our democracy are vividly portrayed in this film. Historical prints, archive photographs and newsreel footage are used to illustrate 350 years of immigration, from the early settlers to the survivors of Hitler's holocause. VOYAGE TO AMERICA was produced for the United States Department of Commerce and shown at the 1964-65 New York World's Fair. (All age levels) Purchase price-$50.00.

Sing a Song of Friendship. Two 10 minute films/color/cleared for TV.

Animated cartoons presenting basic concepts of Democracy. "Bouncing ball" technique encourages audience participation. Purchase Price-$86.00.

*_Children of the Sun_ 10 minutes/color, English, French.

Poignant yet entertaining, acclaimed at film festivals, this animated cartoon film is the story of a happy child--his fun, typical activities, growing up--in contrast to a hungry unhappy child. Magnificent music played by Pablo Casals and the Budapest String Quartet enhances the mood of tenderness evoked by the charming drawings of U.S. Academy Award winners, John and Faith Hubley. (All ages).

*_The Great Injustice_ Two versions: 14 minutes and 20 minutes/ color/English, French, Spanish and others

A modern fairy tale: a French boy, travelling in a space ship, finds dangerous and cruel monsters (diseases) attacking innocent children; he struggles past obstacles, learns how the children can be rescued. Beautifully photographed, this film presents hard realities of child life in developing areas. (All ages).

*_The Paper Kite_ 20 minutes/color, English, French, Spanish and others

A little Norwegian boy falls asleep after reading about UNICEF and takes an extraordinary journey. He travels to four parts of the world bringing the magic of UNICEF aid. Through puppets, this film tells an entertaining and fanciful story of how UNICEF-aided projects bring hope and well-being to children all over the world. (All ages).

*_We Are One_ 15 minutes/b&w/English, French, Spanish

A rhythmic montage-in motion of children around the world--playing, running, dancing, crying, laughing, eating--with touching contrasts and funny similarities. A joyful film with an eloquent message of universal love and hope: modern skills now give mankind, for the first time, "the choice and the chance" to make this truly one world. (All ages).

Immigrants, Newcomers, and Immigration:

The Greenie 10 minutes/ Source: PhilNCCJ, PittNCCJ.

The story of a little Polish refugee boy, recently arrived in America, who is at first ridiculed and rejected by the youngsters on his block, but is finally accepted by the true American spirit.

FILMSTRIPS
(All are 35mm)

*_About People_ 63 frames/color/silent/$5.00

Based on Eva Knox Evans' book "All About Us." This cartoon shows the origin of different peoples and the changes that result from environment. Scientific facts are related with humor and simplicity.

*_The Rabbit Brothers_ 35 frames/black and white/silent, with script/$2.50. ADL Filmstrip.

Based on the ADL booklet of the same name, this filmstrip shows how twin rabbits differ in their reaction to others who are "different."

**Rumor Clinic* 4 frames/black and white/silent/$1.00

An audience participation program which demonstrates vividly how rumors start and spread. Based on research done by Professor Gordon Allport of Harvard University as a method of examining the nature of the problem and of helping people become rumor conscious. Extremely effective and easy to use. Good for in-service training of teacher on Race Relations.

**We Are All Brothers* 54 frames/black and white/silent, with script/$3.50. ADL 35mm. Filmstrip

A dramatic pictorialization showing that the peoples of the earth are one family.

SVE Catalog of New and Latest Releases and Best Sellers. Society for Visual Education, Chicago, Illinois, 1967. 31pp.

A Program of filmstrips about a primary-grade Negro boy, Robert and his family.

RECORDINGS

Little Songs on Big Subjects Music ADL

What Makes a Good American?
Brown-Skilled Cow
Columbus said, ''Si Si Signor''
Ol' Commodore Grey

Sing A Song of Friendship 1 record 33 1/3 rpm/cleared for radio/$3.50/ Available free to stations

Nineteen songs of friendship written and sung by Irving Caesar. Delightfully presented, they describe our American way of Life with the appealing simplicity of a folk song and the musical charm of a popular hit. MUSIC ADL.

CH 3. *International Children's Choir Record*--$1.00

Children from many countries sing ''Let There Be Peace on Earth'' and ''People to People'' under the direction of Mrs. Easter Beekly. A one page insert gives the background, words and melody of ''Let There be Peace on Earth,'' by Sy Miller and Jill Jackson. UNICEF.

PICTURES

AMERICAN TRAVELER'S GUIDE TO NEGRO HISTORY (MAY) Free, available in quantity, Grade. 4-12. American Oil Co., 901 S. Michigan, Chicago, Ill.

THE NEGRO IN AMERICA, May be secured free. Gr. 9-12. Time Magazine, Education Dept., 1964.

SOURCES

ADL
Anti-Defamation League of B'nai B'rith
537 Securities Building
Omaha, Nebraska

UNICEF
Public Information Division
UN Children's Fund
United Nations
New York, 10017

F. BOOKS ON AMERICAN CULTURAL MINORITIES

1. AFRO-AMERICAN, NEGRO
2. EUROPEAN
3. INDIAN
4. ORIENTAL
5. PUERTO RICAN-SPANISH
6. GENERAL

BOOKS ON AMERICAN CULTURAL MINORITIES

AFRO-AMERICAN, NEGRO

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
ANDERSON, Marian	*My Lord, What a Morning* Autobiography of the world famous Philadelphia singer.	Watts Publishing Co., 1966	7-12
BAKER, Betty	*Walk the World's Rim* The central characters in this distinguished piece of historical fiction are Esteban, a Negro slave, who was one of the four survivors of the disastrous Narvaez Expedition to Florida in 1527; and Chakoh, a young Indian boy belonging to the impoverished Avarare tribe of southeastern Texas. The two became devoted friends, and Chakoh joined Esteban and his white masters when they traveled to Mexico City. Esteban emerges as a character of great strength and dignity. He teaches the boy that courage and honor are important to a man and that it is slavery, rather than the enslaved, that is to be despised. A strong but sensitively written book.	Harper, 1965	5-up
BAUM, Betty	*Patricia Crosses Town* This is a story written for young people about one of today's current problems, that of bussing children to school. Nine-year-old Patricia and a few other Negro youngsters are enrolled in an all-white school. Feeling uprooted and resentful, Particia is compelled to seek the support of her neighborhood friends. The characterization is convincing; Patricia's family relationships are warmly drawn, as is the portrayal of friendship between two girls who live across town from each other. Pat's sudden awareness of her personality as well as her growing appreciation of her own beauty and that of her race are particularly well done. The illustrations are uneven in quality; some are quite fine, but a few suffer from touches of stereotype. This provocative book	Knopf, 1965	4-6

Author	Title	Publisher	Grade Level
	deals with a timely problem in a realistic, straightforward manner. Perceptive writing deepens the reader's interest in social issues and stimulates more insight into other people's feelings and emotions.		
BLANTON, Catherine	*Hold Fast to Your Dreams*	Messner, C1955	7-10
	A Negro girl has interesting experiences as she aspires to become a ballet dancer.		
BONTEMPS, Arna	*100 Years of Negro Freedom*	Dodd, 1961	6-up
	Well-known and lesser-known Negro leaders of the past are presented in this work to provide a history of the Negro in the United States during the past 100 years.		
	**American Negro Poetry*	American Century, 1954	K-8
	Anthology of well known poems.		
	The Story of the Negro	Knopf, 1948	6-up
	A history of the Negro from approximately 1619 to 1948. There is more emphasis placed on the earlier periods of history rather than on the later years. The chronology and the index give the book added value as a reference tool.		
	Famous Negro Athletes	Dodd, 1964	6-up
	Brief biographies of nine well-known Negro athletes who have achieved international recognition. These include Joe Louis, Sugar Ray Robinson, Jackie Robinson, LeRoy (Satchel) Paige, Willie Mays, Jesse Owens, Wilton Norman Chamberlain, James Nathaniel Brown, and Althea Gibson. Illustrated with photographs.		
	We Have Tomorrow	Houghton, 1945	7-12
	Stories of twelve young Negroes who succeeded in unusual careers.		

Author	Title	Publisher	Grade Level
BOSTON, Lucy Maria	*Treasure of Greene Knowe* A warm and imaginative story in which blind Susan's best friend is her Negro companion.	Harcourt, 1958	4-6
BROOKS, Gwendolyn	*Bronzeville Boys and Girls* Negro poet Gwendolyn Brooks was the recipient of the Pulitzer Prize for poetry in 1950. This collection of her work consists of poems written expressly for children. A charming little book that could be used on several grade levels, either for reading aloud or for independent reading.	Harper, 1956	3-6
BURCHARDT, Nellie	*Project Cat* Betsy and her friends are determined that they will keep a stray kitten even though the City Housing Project in which they live does not permit ownership of pets. A petition initiated by the children and delivered in person to the mayor produces happy results for everyone concerned. An optimistically pleasant picture of urban life. The illustrations indicate that the heroine is Negro.	Watts, 1966	4-5
CHANDLER, Ruth Forbes	*Ladder to the Sky* The problems of a Negro family living in a predominately white northern community are told simply and directly. The hero of the story is 13-year-old Chip. He is not academically successful as a seventh grader and is torn between the desire to leave school and a realization that education is important for all young people. The year that the family moves and encounters numerous difficulties, including some hostility from new neighbors, Chip realizes clearly what he wants to do and how a college education is essential in achieving his aims. A fine story with good character delineation and emphasis on human relations.	Abelard-Schuman, 1959	5-up
CLAYTON, E. T.	*Martin Luther King, Peaceful Warrior* Biography contains experience of Dr. King's childhood and young adulthood.	Prentice-Hall, 1964	4-7

Author	Title	Publisher	Grade Level
DE ANGELI, Marguerite	*Bright April* Living in a community where she has always been accepted without question, April begins to experience the hurt that can be caused by prejudice. However, a wise family and an understanding Brownie Scout leader help her to overcome this unpleasant experience.	Doubleday, 1946	4-6
DOBLER, L. and TOPPIN, E.	*Pioneers and Patriots* Lives of outstanding Negroes of the Revolutionary Era: Banneker, Cuffee, Wheatley, Salem, etc.	Doubleday, 1965	6-12
DRISKO and TOPPIN	*The Unfinished March* Twentieth century problems of Negroes are examined objectively.	Doubleday, 1967	6-12
DURHAM, Philip	*The Adventures of the Negro Cowboys* Written by the authors of *The Negro Cowboy,* this volume is intended for the younger readers and covers the more colorful adventures of the Negro cowboys. The material is carefully researched and the authors succeed in giving excellent historical background on the building of our frontier as well as showing the Negro's contributions to the American West. The style is more scholarly than popular and the book would serve as good teacher resource material and appeal to the more advanced reader. Illustrated with photographs and maps.	Dodd, 1966	4-up
FAULKNER, Georgene	*Melindy's Happy Summer* This is a sequel to *Melindy's Medal.* In this story, Melinda visits Maine, where she enjoys life on a big farm. A good portrayal of family life.	Messner, 1947	4-6
	Melindy's Medal A different pattern of family life is portrayed in this interesting story about an 8-year-old Negro girl. She won her medal for "just pure bravery."	Messner, 1945	3-5

Author	Title	Publisher	Grade Level
FISHER, Aileen	*A Lantern in the Window* Twelve-year-old Peter goes to live with his Quaker relatives on the banks of the Ohio and learns that the farm is a station on the Underground Railroad. A fascinating account of the perils involved in its operation.	Nelson, 1957	5-up
GIBSON, Althea	*I Always Wanted to be Somebody* Autobiography shows change from resentment to championship.	Harper, 1958	7-12
GRAHAM, Lorenz	*Northtown* A Negro boy and his family move into an integrated community.	Crowell, 1965	7-10
	Southtown A 16-year-old boy, despite frustrations, makes satisfactory adjustments.	Follett, 1960	8-12
GRIFALCONI, Ann	*City Rhythms* Every city is full of exciting sounds which blend into a music that is distinctly metropolitan. As Jimmy Peters spends a summer which is characterized by exuberant activity, the city rhythms take on a new importance. The lyrical combination of text and pictures conveys a child's sense of wonder. It is only through the illustrations that the reader discovers that Jimmy is Negro.	Bobbs-Merrill, 1966	K-2
HARRIS, Janet	*The Long Freedom Road* The Civil Rights story centers around achievements of 20th Century Americans.	McGraw, 1967	6-12
HILL, Elizabeth Staff	*Evan's Corner* More than anything else, Evan wanted a place he could call his own. With a family of eight in a two-room apartment, this was difficult. Evan selected a corner in the house he called his very own and fixed it up. Through the help of his understanding mother, he learned to be truly happy by sharing.	Holt, 1967	3-4

Author	Title	Publisher	Grade Level
HORVATH, Betty F.	*Hooray for Jasper* Jasper was too little for everything. His grandpa tells him he can get bigger by doing something wonderful. When Jasper rescues a treed kitten, he feels himself growing. A slight story with illustrations indicating that Jasper's family is Negro.	Watts, 1966	K-2
HORVATH, Betty F.	*Jasper Makes Music* Jasper, a little Negro boy, lives in an integrated neighborhood and earns money to pay for a guitar he wanted. A simple, but pleasant story.	Watts, 1967	3-4
HUGHES, Langston, ed.	*Pictorial History of the Negro in America* A revised and enlarged edition of a 1956 publication covering all aspects of Negro life in America, from its African origins to the present. Lavishly illustrated with nearly 1,000 pictures reproduced from contemporary sources. A complete index, bibliography, and list of picture credits make the book useful for reference as well as attractive for browsing.	Crown, 1963	5-up
HUGHES, Langston	*Famous Negro Music Makers* A collection of brief biographies of sixteen Negro musicians, jazz musicians, and The Jubilee Singers.	Dodd, 1955	6-up
	Famous Negro Heroes of America A companion volume to *Famous American Negroes.* There are biographies of sixteen less well-known figures who have achieved success in various fields.	Dodd, 1958	6-up
	Famous American Negroes Seventeen biographies of Negro men and women who have achieved success in various fields. The figures in this reference are better known than in *Famous Negro Heroes of America* by the same author.	Dodd, 1954	6-up

Author	Title	Publisher	Grade Level
	Included in this reference are an excellent introduction, an index and a photograph of each person who is described.		
	The First Book of Jazz A simple explanation of the evolution of jazz, plus a brief description of famous jazz musicians. There is also a list of suggested recordings.	Watts, 1955	5-6
HUNT, Mabel Leigh	*Ladycake Farm* A story of a Negro family which moved to a farm in an all-white neighborhood. The family experiences several difficulties before being accepted as just another neighbor.	Lippincott, 1952	4-6
HUGHES & MELTZER	*A *Pictorial History of the Negro in America* Excellent for teachers as well as for elementary and secondary pupils. It contains 1,000 illustrations and an excellent text.	Crown Pub. Co., 1963	
JACKSON, Jesse	*Call Me Charley* The only Negro boy in his community realizes how hard he must work for recognition.	Harper, Row, 1945	6-10
JOHNSON, James W.	*American Negro Poetry* Anthology of Negro poets from the early days through the late 1930's.	Harcourt, Brace, 1931	7-12
KEATS, E. J.	*My Dog is Lost* A little Negro boy is faced with a serious loss.	Crowell, 1960.	K-2
	Whistle for Willie The engaging little boy of *Snowy Day* appears again in a new and equally satisfying picture-story using the same theme of a child's solitary play and complete lack of self-consciousness. The vivid color illustrations, accompanied by the briefest of texts, show Peter teaching himself to whistle for his dog, Willie. Between efforts, he runs, he hides, he pretends, he wears his father's hat, and he plays	Viking, 1964	K-2

Author	Title	Publisher	Grade Level
	with a shadow. And then, all at one, it happens. He whistles, and Willie comes!		
	The Snowy Day A little boy responds to the beauty of snow. Excellent illustrations of Negro characters. (1963 Caldecott Medal)	Viking, 1962	K-2
LESLAU	*African Folk Tales* A "little" book with great appeal for children and adults. Recommended for grades 1-8.	Peter Pauper Press, 1965	1-8
LEWIS, Richard W.	*A Summer Adventure* After a trip to the zoo, young Ross decided to start an animal collection of his own. An abandoned quarry near his parents' farm provided a wonderful source for specimens. But Ross did more than collect creatures. He observed their habits and learned about the balance of nature and the laws of survival. A quiet book without much plot, but full of nature lore and understanding of a farm boy's craving for knowledge. There is nothing in the story nor in the speech of the characters to indicate that this is a Negro family. Only the attractive illustrations portray this fact.	Harper, 1962	5-6
LEXAU, Joan M.	*Benjie* A shy little boy overcomes his excessive timidity while searching for his grandmother's cherished earring that she lost on her way home from church. Don Bolognese's crayon and wash sketches show scenes in Benjie's New York neighborhood. A simple, but pleasant little book.	Dial, 1964	
LOVELACE, Maude	**The Valentine Box* A little Negro girl finds that she is warmly welcomed by teacher and classmates.	Crowell, 1966	1-4

Author	Title	Publisher	Grade Level
MARTIN, Patricia M.	*Little Brown Hen* Willie's pet hen disappeared. To add to the boy's worries, he could not find the ducks which he needed for his mother's birthday present. When the pet hen was found, she was proudly clucking over a nest of four ducklings, thus solving all of Willie's problems. Illustrations show that the characters are Negro.	Crowell, 1960	4-5
MCCARTHY, A. and REDDICK, L.	*Worth Fighting For* Simply written account of the role of the Negro in the Civil War and Reconstruction Period.	Doubleday, 1965	6-12
MEADOWCROFT, Enid La Monte	*By Secret Railway* Jim, a freed slave, is kidnapped by slave traders. His friend, David, goes out looking for him. The story depicts the warm friendship of two 12-year-old boys.	Crowell, 1948	6-up
MILES, Miska	*Mississippi Possum* Life on the lower Mississippi sometimes involves being flooded out of one's home. When this happened to the Jacksons, a Negro family, they took refuge at the top of the hill. Among the evacuees was a shy, frightened possum, who was befriended by Rose Mary and Jefferson Jackson. The attractive illustrations are by John Schoenheer.	Little, 1965	3-4
PALMER, Candida	*Snow Storm Before Christmas* Eddie and Jason have an exciting trip to downtown Philadelphia to do their Christmas shopping. The boys were caught in a snow storm and had a difficult time protecting their precious Christmas gifts (a lampshade for Mother and a goldfish for sister). A short easy-to-read story that could be used as holiday or seasonal material. Only the illustrations indicate the family in the story are Negroes.	Lippincott, 1965	4

Author	Title	Publisher	Grade Level
PATTERSON, Lillie	*Booker T. Washington: Leader of His People* Simply written biography of a well-known Negro leader.	Garrard, 1962	2-4
	Frederick Douglass: Freedom Fighter Simply written biography of a well-known abolitionist.	Garrard, 1965	3-5
PETRY, Ann	*Harriet Tubman: Conductor of the Underground Railroad* A former slave guides more than three hundred slaves to freedom in the North.	Crowell, 1955	7-11
ROLLINS, Charlemae H.	*They Showed the Way: Forty Negro-American Leaders* Brief biographies of Negroes who were "firsts" in their fields.	Crowell, 1964	4-12
	Famous American Negro Poets Mrs. Rollins introduces twelve Negro poets, some of whom are not well-known. After a brief biography of each poet, there are examples of his work. A useful resource for elementary school teachers and the more capable sixth-grade reader.	Dodd, 1965	6-up
SHACKELFORD	**Child's Story of the Negro* The book contains short biographies, folktales, and activities for children. It is recommended for reading to rather than by pupils.	Associated Pub., 1956	1-3
	My Happy Days In photographs and simple text, the book describes the daily experiences of a little Negro boy.	Assoc. Press, 1944	K-4
SHOTWELL, Louisa	*Roosevelt Grady* This story of life among migrant workers is done in good taste and is very well written. The author describes with sympathy and understanding problems of a Negro family which might be those of members of any ethnic group. The illustrations by Peter Burchard are very attractive.	World, 1963	5-6

Author	Title	Publisher	Grade Level
STERLING, Dorothy	*Freedom Train: The Story of Harriet Tubman* Harriet Tubman, 19th century Moses, leads slaves out of captivity.	Doubleday, 1954	6-12
	Lift Every Voice Life stories of W. E. B. DuBois, Mary C. Terrell, Booker T. Washington, and James W. Johnson.	Doubleday, 1965	6-12
STERNE, Emma G.	*I Have a Dream* Brief selections that portray the strength of many outstanding Negro-Americans.	Knopf, 1965	6-10
STEVENSON, Augusta	*Booker T. Washington - Ambitious Boy* Simply written account of the boyhood of an outstanding Negro.	Bobbs-Merrill, 1950	3-6
STRATTON, Madeline	*Negroes Who Helped Build America* Biographies of outstanding Negroes in 300 years of United States History.	Ginn, 1965	7-12
SUTHERLAND, E.	**Playtime in Africa* This well-illustrated book contains pictures of African children in life-like situations that appeal to young children.	Atheneum, 1962	1-5
SWIFT, Hildegarde, H.	*North Star Shining* A brief history of the American Negro, written in free verse and movingly illustrated with lithographs by Lynd Ward. Excellent read-aloud material, independent reading, and teacher reference.	Morrow, 1947	K-up
UDRY, Janice M.	**What Mary Jo Shared* A little Negro girl "shares" her daddy with her classmates.	Whitman, 1966	K-2
VROMAN, Mary E.	*Harlem Summer* A realistic account of a southern teenager who spends the summer in Harlem.	Putnam, 1967	8-12

Author	Title	Publisher	Grade Level
WEIK, Mary Hays	*The Jazz Man* Zeke, a little Negro boy in Harlem, is isolated in a top floor tenament apartment because of a crippled leg. His world includes his working mother, his drinking father and a neighbor, the Jazz Man, whose piano music can make Zeke forget his lonely and dreary existence. Mature approach. Dramatic woodcut illustrations. Newbery Award runner-up for 1966.	Atheneum, 1966	4-6
WIER, Ester	*Easy Does It* With quiet earnestness and disarming frankness the author discusses the problem of discrimination in housing. The situation is seen through the eyes of 11-year-old Chip Woodman whose own family recently moved to this neighborhood and whose memories of the first few weeks of loneliness and isolation are still quite fresh. Chip is puzzled by the attitude of adults including his own parents when a Negro family purchases a home next to the Woodmans. He likes the attractive, friendly Mr. and Mrs. Reese and I. I. who is just his own age and shares Chip's enthusiasm for baseball. Unable to accept the false accusations and bitter unkindness directed to his new neighbors, Chip courageously takes a stand and helps to initiate better attitudes in his community. Sensitively written material on human relations that could be used with Ruth Chandler's *Ladder in the Sky* reviewed in the November issue of *Recent Books*. Will have special appeal for upper grade boys.	Vanguard, 1965	5-6
WHITING, Helen Adele	*Negro Art, Music and Rhyme* Written in repetitive story pattern for primary grades, this book offers brief but accurate information about the contributions of African art to civilization. Although the book was published in 1938, the black-and-white illustrations are still authentic and add much to the story.	Assoc. Pub , 1938	K-3

Author	Title	Publisher	Grade Level
YOUNG, Margaret	*First Book of American Negroes* Simply and interestingly written story of Negroes in the United States.	Watts, 1966	5-12
WOODSON, Carter G. Rev. ed.	*Negro Makers of History* A chronological account of the Negro in American History up to World War II. The format is similar to that of a textbook. Each chapter is followed by a page entitled "Facts to be Kept in Mind and Hints and Questions."	Assoc. Publishers, 1958	5-up
Reference	*The American Negro Reference Book*	Prentice-Hall, 1956	5-12
	**Negroes in Our History* Twenty-four 11x14 prints in portfolio. Each picture gives a brief biography.	Afro-American Pub. Co.	K-12
	**20th Century Americans of Negro Lineage (20)* Includes a packet of brief biographies.	Div. of Instr. Materials 1967	K-12

EUROPEAN

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
ANGELO, Valenti	*Bells of Bleecker Street* Joey Enrico and his friend Pete, the Squeak, have many exciting adventures in old New York's Bleecker Street Section, which is located in an area called Little Italy. A story told with warmth and humor that would have special appeal to older boys.	Viking, 1949	6-up
	Big Little Island Young Lorenzo Leoni, a war orphan, comes to New York to live with relatives. A story of a 14-year-old boy who adjusts to life in a new world and a beautiful portrayal of Italian-American family life.	Viking, 1955	6-up
BARKER, Mary	*Milenka's Happy Summer* The story is based on the author's treasured family memories, especially those concerning the wonderful character of her grandfather - the unforgettable Dedechek, a Czechoslovakian. Even though nothing extremely exciting happens, wonderful family relationships which are developed make this book one to remember. The black-and-white illustrations by Paul Lanz add much to the story's appeal. This is a fine example of another culture's contribution to our heritage.	Dodd, 1961	5-7
BEIM, Lorraine	*Carol's Side of the Street* Carol, a young Jewish girl, encounters race prejudice when her family moves into a new neighborhood. Her parents' sensible handling of the situation helps her to make friends.	Harcourt, 1951	5-6
COHEN, Florence	*Portrait of Deborah* A talented girl moves to the suburbs to face Anti-Semitism and loneliness.	Messner, 1961	7-12

Author	Title	Publisher	Grade Level
CONE, Molly	*A Promise is a Promise* Details of Jewish-American family life add interest to this story of Ruthy Morgen and her growing awareness of what the Jewish heritage means to her and to her non-Jewish friends and neighbors. A story showing good family relationships.	Houghton, 1964	5-6
CONE, Molly	*The Jewish New Year* The history and traditions of the Jewish New Year are presented with simplicity and directness. The customs that are part of the celebration and the meaning of these ancient rites today are discussed.	Crowell, 1966	3-6
FELT, Sue	*Rosa-Too-Little* More than anything else, Rosa Maldonade wants to be old enough to sign her name in the big book at the city library. The setting is an Italian-American neighborhood in New York.	Doubleday, 1950	3-4
HUNT, Mabel Leigh	*Christy at Skippinghills* A little Italian-American girl and her family appreciate the town of good neighbors, many of whom are of different cultural backgrounds. A story told with humor and charm.	Lippincott, 1958	5-6
	Stars for Christy The Romanoes were a happy, zestful Italian-American family who know how to make a good life, even in a big-city tenament. This is an account of 11-year-old Christy's blissful summer in the country. The story is a sequel to *Christy at Skippinghills.*	Lippincott, 1956	5-6
ICKIS, Marguerite	*Book of Festival Holidays* Included in this reference is a description of the Jewish festivals. The history of each holiday is told with ideas for appropriate games, decorations, pageants, feasts, dancing, folk singing, etc.	Dodd, 1964	5-up

Author	Title	Publishers	Grade Level
ISH-KISHOR, Sulamith	*Carpet of Solomon: A Hebrew Legend* This is the story of King Solomon and the magic carpet. The story is based on an old Hebrew legend. The theme of fairness in dealing with others and the expression of humility is well defined in the story. The illustrations are attractive and add to the enjoyment of the story.	Pantheon Books, 1966	4-up
LEVINGER, Elma C.	*Jewish Adventures in America: The Story of 300 Years of Jewish Life in the United States* An objective, well-written narrative account of Jewish life in America from colonial days to the present. The participation of Jews in the development of the country and in many major historical events is highlighted with brief biographical sketches of outstanding individuals.	Bloch, 1958	7-8
LOKEN, Anna	*No Hurdle Too High* Karl, having finished as many years of school as his family can afford, receives a ticket from his cousin in America. He urges Karl to leave Norway. There is an interesting description of life on a small, poor Norwegian farm. In the second half of the book, life in America is portrayed through the eyes of an immigrant boy in the 1890's.	Lothrop, 1961	5-6
MARTIN, Patricia M.	*Rolling the Cheese* Nine-year-old Maria persuades her Uncle Pasquale to let her roll a small cheese in a Sunday cheese-rolling contest. Maria wins the contest and has some fine cheese to give her uncle as a hospitality present. A charming story about an Italian family and the game of rolling cheese in early San Francisco.	Atheneum, 1966	5-6
MORROW, Betty	*Jewish Holidays* Includes a very brief history of the Jews and the various flights to freedom which spread the nation out all over the Mediteranean Sea.	Garrard, 1967	3-4

Author	Title	Publisher	Grade Level
NEVILLE, Emily C.	*Berries Goodman* Berries Goodman moves from New York City to a suburb, where he makes friends with Sidney Fine, a Jewish boy. He becomes aware of the provincial attitudes of the people in the community and their feelings of anti-Semitism. The problem is very well developed and handled in a dignified manner. The author of this book was awarded the Newbery Medal in 1964.	Harper, 1965	6-7
POLITI, Leo	*Piccolo's Prank* Luigi, the organ grinder, and his mischievous pet monkey Piccolo lived in one of Bunker Hill's Victorian gingerbread houses. Daily, they rode the little cable car on Angel's Flight to the large park where Piccolo dressed up in a colorful costume to perform before a receptive audience. However, Piccolo's daring adventure on Angel's Flight one day attracted even a larger crowd than his amusing skating act in the park. Leo Politi's typical detailed illustrations, done in somber hues, evoke the loveliness of the rapidly disappearing ''Old Los Angeles.''	Scribner, 1965	3-4
ROSE, Karen	*Brooklyn Girl* A spirited account of the daily doings of an imaginative and energetic seventh-grade girl who is of Jewish faith. Kay is a sociable child and a leader, but she also likes to do things alone. In fact, she enjoys practically everything she is exposed to - school activities, subway rides, a day at Coney Island, sledding in Prospect Park, or just sitting on the curb telling stories and singing songs on hot summer evenings. The author, who is now an elementary school teacher in the Los Angeles City Schools, betrays an autobiographical slant through her nostalgic descriptions of places and events.	Follett, 1963	6-7

Author	Title	Publisher	Grade Level
SHIELDS, Rita	*Cecelia's Locket* Her mother's beautiful locket will be Cecelia's someday - when Daddy feels she has earned it. Written about the turn of the century, this story presents a good picture of life in San Francisco at that time. The conflict in the book concerns Cecelia and her stepmother. However, the story concludes happily. Lightheartedness and humor are evident whenever there are incidents concerning the exuberant Italian family which lived in the apartment downstairs.	Longmans, 1961	4-5
SINGER, Issac	*Zlathen the Goat and Other Stories* These seven tales had their beginnings in middle-European Jewish folklore and legend. Most of them are concerned with Hanukkah.	Harper, 1966	4-6
ST. JOHN, Robert	*Builder of Israel, The Story of Ben-Gurion*	Doubleday, 1961	5-6
TAYLOR, Sydney	*All-of-a-Kind Family* Excellent characterization and a good portrayal of a happy Jewish family in New York's lower east side.	Follett, 1951	4-up
	More All-of-a-Kind Family A continuation of the book *All-of-a-Kind Family* by the same author. This story possesses the same excellent characterization and portrayal of happy family relationships.	Follett, 1954	4-up
	Pappa Like Everyone Else A mother and her two girls keep the small farm operating in Czechoslovakia while the father goes to the United States to make a better life for his family. The background is farm life and the struggle to make a living. The family is delayed in coming to the U. S. because the father had been ill, World War I struggle and making a living in the U. S. But for all of this there is warmth in relationships, a continuing faith in the future and fine portrayals of Jewish customs in their living.	Follett, 1966	4-5

INDIAN

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
ADRIAN, Mary, pseud.	*The Indian Horse Mystery* Helping to solve the strange disappearance of calves from Hanging Rock Ranch and to catch the rustlers keep Jim Hawk, Yakima Indian boy, and Hap Miller, the rancher's son, busy in this lively mystery.	Hastings, 1966	4-6
BUFF, Mary	*Kemi, An Indian Boy Before the White Man Came* A simple, enjoyable story about a young Indian boy who lived in California during the pre-Columbian period. Brief descriptions of Indian life and customs and the manner of trading between the Indian tribes are smoothly woven into the story. Pleasingly soft sepia illustrations are by Conrad Buff who used children of the Aragon Avenue School in Los Angeles as models. This fictional account could be successfully used with the unit of California Indians.	Ward Ritchie Press	4-6
COATSWORTH, Elizabeth	*The Place* Ellen, the daughter of an archaeologist working in Yucatan, becomes friends with two Indian children who show her a secret place sacred to the Indians. Ellen's awareness of her obligation to keep the secret and her respect for another people's way of life is sensitively told.	Holt, 1965	4-6
CLARK, Ann Nolan	*This for That* White Shell was the proper Indian name of a little boy who lived in the Papago Desert, but his family called him Put-it Pick-it. The reason was that White Shell had the habit of putting something down as soon as he saw something else of interest to pick up. His parents tried to help him overcome this habit and mend his ways. Told in poetic prose, the story has charm, pleasant repetition, and humor. Don Freeman's illustrations capture the gentle mood of the story and the delicate beauty of the Arizona desert. Could be used with the author's *Tis Maria's Garden.*	Golden Gate	3-4

Author	Title	Publisher	Grade Level
COLVER, Anne	*Bread-And-Butter Indian* Pioneer days in Western Pennsylvania are described through the experiences of a little girl who fed a hungry Indian with bread and butter sprinkled with sugar and thereby gained a friend who became her protector in the time of danger.	Holt, 1964	4-5
EMBRY, Margaret	*Peg-Leg Willy* The Apodaca children in New Mexico manage to avoid capturing their pet turkey, Peg-Leg Willy, for Thanksgiving dinner by going on a picnic near the river and catching a huge fish instead. Warm family relationships.	Holiday House, 1966	3-4
FAULKNER, Cliff	*The White Calf* Set in northern Montana and western Canada, this story of 12-year-old Eagle Child, a member of a Blackfoot Tribe, centers around a white buffalo calf which the boy finds and brings home to his tribe in the hopes that it will bring good fortune. The author includes interesting details of buffalo hunting and warfare with an enemy tribe. Good characterization of Eagle Child, his father, and the medicine man.	Little, 1965	6-7
GLUBOK, Shirley	*The Art of the North American Indian* Another stunning book in this author's superlatively illustrated series on the great art traditions of the world. Similar in format and organization to *The Art of Ancient Egypt*, and *The Art of Ancient Greece*, with clear and simply stated explanations of some of the representative types of art practiced by the Indians of Canada and the United States from pre-Columbian times to the present. Included are wood carvings, pottery, ceremonial masks, buffalo hide paintings, Kachina dolls, bead work, quill embroidery, and ceremonial pipes.	Harper, 1964	4-up

Author	Title	Publisher	Grade Level
HEIDERSTADT, Dorothy	*More Indian Friends and Foes* Brief biographies of 15 American Indians ranging from King Philip in New England to Chief Joseph in Oregon. Two California Indians are included--Pascuala, the Tulare girl who saved Mission Santa Ines, and Captain Jack, the Modoc warrior who led the Laba Bed rebellion. A well-written book that clearly delineates the changed attitudes of the white conquerors.	McKay, 1963	6-7
HOLLMANN, Clide A.	*The Eagle Feather* Beaver was a 12-year-old Mandan Indian boy who had been captured and enslaved by a Blackfoot tribe. He did the most menial kinds of work and led a perilous existence until he was freed by the famous French fur trader, Joseph Rubidoux. A fast-moving story built on authentic accounts of Indian life. Boys in upper grades will enjoy the swift action and the gripping scenes.	Hastings House, 1963	5-6
JONES, Weyman	*The Talking Leaf* A small scribbled piece of paper which a white man gives to the Cherokee Indian scout and his young son, Atsee, becomes a magic talisman to the lonely, motherless child. Young Atsee dreams of following his adored father's footsteps and becoming a famous scout. Upon his father's untimely death, he turns to his talking leaf for counseling and guidance. During this long Odyssey in search of the meaning of the written message, Atsee grows in maturity and understanding of the Cherokee's needs in the 19th century world. With the same courage which moved his father to scout the wilderness, Atsee finds the answer to self-fulfillment in blazing the trails of education for his people. The author based the character of Atsee on the Indian who served his tribe as a teacher and as the earliest translator of English into Cherokee. Written in a lyrical style, this is a compelling story with beautiful descriptions and excellent characterization. Bold black and white drawings by E. Harper Johnson.	Dial, 1965	5-6

Author	Title	Publisher	Grade Level
RUSSELL, Solveig P.	*Indian Big and Indian Little* Indian Big thinks it is fine to be large, while Indian Little believes there are more advantages to being small. They decide to ask the Old Wise Man which one is right, but on their way to his lodge they have some experiences that prove it is sometimes better to be big while other times it is better to be small. An uncomplicated story with amusing pictures by Leonard Kessler.	Bobby, 1964	3-4
UCHIDA, Yoshiko	*Sumi's Prize* Sumi, a little Japanese school girl, tries hard to excel and longs to win a prize for something. So she enters the annual kite contest and, even though she is the only girl competing, has a good chance for her kite is both strong and beautiful. However, at a crucial moment she throws away her chances for victory by pausing to rescue the mayor's top hat, which was blown away. A personal award from the grateful mayor more than compensates for losing the competition. A satisfying little story with colorful illustrations by Kazue Mizumura which provide details of Japanese customs.	Scribner, 1964	

MEXICAN

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
BRENNER, Anita	*The Timid Ghost or: What Would You Do with a Sackful of Gold?* Teadoro, a Mexican gold prospector, would have been happy with a modest find, but he becomes a ghost with an unfulfilled wish when he is buried by an avalanche of golden nuggets. In order to rest, he has to fulfill his modest wish, so he is doomed to ask the question, "What would you do with a sackful of gold?" until someone could answer correctly. An amusingly told, decoratively illustrated Mexican folk-styled story.	Scott, 1966	4-6
BROCK, Virginia	*Pinatas* A very useful handicraft book providing resource information on the pinata custom and instructions for making and using pinatas. The author traces the origin of the pinata to 16th century Italy and includes three short stories featuring pinatas. Contains detailed instructions, clear photographs, diagrams, lists of materials for making 11 different pinatas. Glossary and pronunciation guide are appended. A most welcome title for the unit on Mexico, art, and holidays.	Abingdon, 1966	4-6
CLARK, Ann Nolan	*Tia Maria's Garden* A poetic story about desert flora and fauna. Illustrations by Ezra Jack Keats. This reference could be used as read-aloud material in the primary grades or as independent reading in the upper grades.	Viking, 1963	K-up
COATSWORTH, Elizabeth	*The Noble Doll* In this lovely, beautifully written Mexican Christmas story, Louisa is brought by her mother to stay with an elderly noblewoman. Louisa, with her cheerful ways, was a joy to Dona Amalia, but there seemed no way to overcome their deepening poverty. But, when Christmas came and Louisa saw the beautiful doll, the little girl's faith and a loving heart brought about a happy ending. Leo Politi's illustrations, especially those in black and white, are beautiful and set the mood for this exquisitely told story of faith and devotion.	Viking, 1961	4-6

Author	Title	Publisher	Grade Level
ETS, Marie Hall	*Gilberto and the Wind* A young Mexican-American boy discovers the properties of the wind. The simplicity of the text and illustrations makes this book ideal for very young children.	Viking, 1963	K-2
	Nine Days to Christmas An outstanding story about a five-year-old Mexican girl and her family. Especially of interest are the excellent descriptions of the Posadas celebration ("the nine days before Christmas") and of how the family prepares for the Christmas season.	Viking, 1959	K-2
FELT, Sue	**Rosa-Too-Little* A tiny girl suffers from a common handicap.	Doubleday, 1950	K-2
GARTHWAITE, Marion	*Mario, A Mexican Boy's Adventures* Eleven-year-old Mario, who lived in Baja, California with his grandmother, became an unwilling wetback when he fell into the hands of an unscrupulous agent seeking cotton pickers for the Imperial Valley ranches. Although handicapped by an ignorance of English and his instinctive fear of law-enforcement officers, he was sustained by his natural dignity and pride. A good picture of border life.	Doubleday, 1960	4-6
KIRN, Ann	**Two Pesos for Catalina* A little Mexican girl has some interesting experiences as she goes shopping.	E. M. Hale, 1966	2-3
LAMPMAN, Evelyn	*The Tilted Sombrero* Nando was a thirteen-year-old son of a Mexican Creole gentleman. Alone and penniless, on his way to Mexico City, he makes many interesting friends and becomes involved in the terrifying beginning of Mexico's War of Independence. Older boys and girls will enjoy this exciting, well-written story.	Doubleday, 1966	6-7

Author	Title	Publisher	Grade Level
LEXAU, Joan M.	*Maria* Maria received a gift of a doll that was an heirloom. It had belonged to her great-grandmother. She was greatly disappointed because she was not permitted to play with the valuable doll. However, her parents found a way to obtain a doll that Maria could hold and cuddle. An enjoyable little story of a Mexican-American family. Pleasing illustrations in color by Ernest Crichlow give the book added appeal for little girls.	Dial, 1964	3-4
MARTIN, Patricia Miles	*Friend of Miguel* Miguel is a small boy living in a Mexican village where the natives depend on tourist custom for their livelihood. The love of his life is Santiago, the vegetable man's horse. When the man decides to go out and live with his son in Mexico City, Miguel becomes very worried over the fate of Santiago. All ends happily as the vegetable man gives the horse and cart to Miguel as he leaves.	Rand McNally, 1967	3-4
POLITI, Leo	*Rosa* Rosa lived with her family on a small hillside farm near the Mexican village of San Felipe. On the way to and from school she saw many interesting things, but what delighted her most was the exquisite babydoll in the toy shop window. She longed to have it for her very own though she knew that was impossible. Then, a new baby sister arrived on Christmas Eve and she quickly forgot about the doll. An appealing story of family and village life.	Scribner, 1963	3-4
SCHWEITZER, B.	**Amigo* A Mexican boy wants a dog named Amigo.	MacMillan, 1963	K-2
STINETORF, Louise A.	*A Charm for Paco's Mother* Paco, a little Mexican-Indian boy, lives alone with his blind mother. He travels on foot to a cross on a hillside, where it is the custom for people to seek help on Christmas. The many adventures that befall Paco on his way to the cross will make interesting reading.	Day, 1965	5-6

ORIENTAL

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
BEHRENS, June	*Soo Ling Finds a Way* Soo Ling's grandfather, who owned the Golden Lotus Hand Laundry, was faced with ruinous competition when a new laundromat opened across the street. But Soo Ling knew that no machine could replace the magic of Grandfather Soo's iron, and her inspiration proved to be a happy solution to the problem. The author is a primary grade teacher in the Los Angeles City Schools. This is her first published book. Artist Taro Yashima has illustrated the story with characteristic crayon drawings.	Golden Gate, 1965	K-2
BULLA, Clyde Robert	*Johnny Hong of Chinatown* Johnny Hong did not know any children to invite to his birthday party. He became a town hero, and soon had many friends. A simple, easy-to-read story.	Crowell, 1952	3-4
CLOUTIER, Helen	*The Many Names of Lee Lu* Lee Lu, a Chinese boy new to America, wonders what names will be given him in an American school. Names are important to the Chinese and indicate the respect of others. His teacher calls him Pao Chu, Precious Pear, the correct address for a loved student. But, best of all, his American friends just call him Joe!	A. Whitman, 1960	3-4
COPELAND, Helen	*Meet Miki Takino* Miki was born in Japan and had no grandparents available to bring to the first grader's International Party. How he succeeded in obtaining some suitable adults to be his stand-in grandparents makes an endearing, sentimental story. Bright pictures by Kurt Werth catch the colorful atmosphere of Miki's New York neighborhood.	Lothrop, 1963	3-4

Author	Title	Publisher	Grade Level
HAUGAARD, Kay	*Myeko's Gift* Many Japanese customs, foods and celebrations are introduced through Myeko, a little Japanese girl, who has a hard time adjusting to American ways in American schools. Through trial and error, she wins friendships.	Abelar, 1966	3-4
HAWKINSON, Lucy O.	*Dance, Dance, Amy-Chan* Two little Japanese-American girls learn about old-country customs and celebrations from their Japanese grandparents. Amy is selected as one of the girls to participate in the annual O-Ban festival. Little Susie is too small to take part, but she is given a lovely kimono like her sister's and is allowed to practice the dance steps with her. The story brings out pleasant family relationships. Charmingly illustrated by the author.	A. Whitmen, 1964	3-4
HURD, Edith (Thatcher)	*Nino and His Fish* An appealing story of Nino, a little boy who caught a very large fish, and of his unusual birthday party. The setting is of Monterey, California.	Lothrop, 1954	3-4
ISHII, Momoko	*The Dolls' Day for Yoshiko* Pleasant story of a little Japanese girl, Yoshiko, and her hopes to celebrate Dolls' Day on the third of March. Yoshiko's mother makes a charming set of paper O-hina dolls and promises to have a wooden set made soon. Nice illustrations by Mamoru Funai.	Follett, 1966	3-5
JUDSON, Clara Ingram	*The Green Ginger Jar* An appealing story about Chicago's Chinatown boys and girls. The way of life of the Chinese-Americans is vividly portrayed. The mystery of the green ginger jar and what it contains lends excitement and suspense.	Houghton, 1949	5-up

Author	Title	Publisher	Grade Level
LEWIS, Richard, ed.	*In a Spring Garden* The imagery and sensory impressions evoked by the Japanese haiku poetry are translated on paper into shimmering art patterns against varigated backgrounds by a gifted artist. Ezra Keats, winner of the Caldecott Medal for *The Snowy Day*, has produced another unforgettable beautiful book using 23 haiku verses as a springboard for his inspiration. For each poem the original source is given. An enchanting book for awakening or deepening the reader's sensibility to the wonder of beauty of nature, poetry and art.	Dial, 1965	5-6
LENSKI, Lois	*San Francisco Boy* An appealing story of Chinese life in an American community, with attractive interpretive illustrations by the author.	Lippincott, 1955	4-6
LIANG, Yen	*The Pot Bank* Pre-war story of a Chinese family.	Lippincott, 1956	3-5
	Tommy and Dee-Dee A simple lesson in international understanding. A Negro boy and a Chinese boy find they are alike in many ways. This reference will also be useful in the study of geography and maps at the primary level.	Walck, 1953	K-2
MARTIN, Patricia M.	*The Rice Bowl Pet* The story of Ah Jim, who lived in San Francisco's Chinatown, and his search for a pet. Since the large family lived in crowded quarters, the little boy had been told he might have a pet only if it was small enough to fit in his rice bowl. The pet which he found proved to be one that any child would adore. The appealing illustrations by Ezra Jack Keats will attract young readers to this endearing story.	Crowell, 1962	3-4

Author	Title	Publisher	Grade Level
MERRILL, Jean	*The Superlative Horse* A story of a peasant boy who, with no breeding or education, becomes the Chief Groom in the establishment of a powerful Chinese Lord who had the finest stable in all China. The gracefully written, beautifully illustrated story tells how Han Kan, an uneducated boy of lowly birth, proved himself a worthy successor to Po Lo by finding the Duke a truly superlative horse.	W. R. Scott, 1961	4-6
OAKES, Virginia Armstrong	*Desert Harvest* An appealing story about Japanese contributions to California agriculture. This book portrays people of an ancient culture adjusting to a new world and bringing to it certain skills and abilities.	Winston, 1953	6-up
OAKES, Virginia Armstrong	*Willy Wong, American* This is the story of Willy Wong, a Chinese-American who finds pride in his heritage.	Messner, 1951	5-6
POLITI, Leo	*Moy Moy* Moy Moy, a little Chinese girl, celebrates the Chinese New Year. Beautiful illustrations carry the mood and these of the story.	Scribner, 1960	3-4
UCHIDA, Yoshiko	*Mik and the Prowler* Mikitaro Watanabe, the 10-year-old son of a Japanese-American gardener, was entrusted with the care of his neighbor's garden and pets. This lively story provides a good picture of intercultural relationships in a middle-class neighborhood.	Harcourt, 1960	4-5
	The Promised Year Ten-year-old Keiko came from Japan to spend a year with her aunt and uncle in California. This is a warm, realistic picture of life in a Japanese-American household. Also included are interesting side-lights on commercial carnation growing in California.	Harcourt, 1959	4-5

Author	Title	Publisher	Grade Level
YASHIMA, Taro	*Umbrella* A beautifully illustrated story of a little Japanese girl's first red umbrella and boots.	Viking, 1958	K-2
	Youngest One A charming story of a shy little boy who finally finds a friend of his own. Effective use of crayon oils, and pen and ink make unusual illustrations with great child appeal.	Viking, 1962	K-2

PUERTO RICAN - SPANISH

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
BELPRE, Pura	**Perez and Martina*	Warner, 1960	2-4
	Tales of Perez, the mouse, and Martina, the cockroach, retold from the Spanish.		
	The Tiger and the Rabbit and Other Tales	Lippincott, 1965	4-6
	Old tales about animals, witches, kings and princesses familiar to Spanish speaking children.		
BRENNER, Barbara	*Barto Takes the Subway*	Knopf, 1961	3-4
	Barto Garcia, a little Puerto Rican boy in New York, goes for his first subway ride. His reactions are beautifully described. The photography by Sy Katzoff creates an excellent feeling of New York and of a small boy's wonderment at the excitement of traveling by subway.		
COLORADO, Antonio J.	*First Book of Puerto Rico*	Watts, 1965	6-7
	Although this overview contains some historical and geographical information, the chief emphasis is on present-day conditions in urban and rural Puerto Rico. "Operation Bootstrap" is described and its many benefits noted. The well-reproduced photographs that illustrate the book are meaningful and show careful selection.		
CURNEY, Eric	*El Rey, Los Patones Y El Queso (The King, The Mice & The Cheese)*	Beginner Books, 1967	K-4
	Jolly story of a cheese-loving king who was first besieged by mice eating up his cheese and then by cats, dogs, lions, and elephants in quick succession. In the end the king brings back the mice after teaching them to share and to have good manners. Translated into Spanish with the English text on the same page.		
EASTMAN, P. D.	*Eres Tu Mi Mama?* or *Are You My Mother?*	Beginning Spanish Beginner Books, 1967	
	Entertaining story of a little bird hunting for his mother. Translated into Spanish by Carlos Rivera. The English appears on the same page as the Spanish.		

Author	Title	Publisher	Grade Level
EDELL, C.	*A Present from Rosita* A Puerto Rican girl faces problems in new surroundings.	E. M. Hale, 1952	7-10
JOSLIN, Sesyle	*There is a Bull on My Balcony* This is a wonderful hodgepodge of practical and nonsensical Spanish-English phrases based on both realistic and highly imaginative situations and illustrated with deliciously amusing drawings. The author diligently attaches phonetic spelling for Spanish expressions, leaving no doubt in the reader's mind that her intention is to instruct as well as to amuse. A book that will add fun and creative spark to the Spanish program.	Harcourt, 1966	4-6
JOY, Charles	*Young People of the West Indies* A collection of 24 essays, some of which appeared in the Junior Scholastic Magazine and all of which are written by teenagers from the West Indies. The following islands are represented: the Bahamas, Cuba, Jamaica, Hispaniola, Puerto Rico, the Virgin Islands, Antiagua, Martinique, Trinidad, and Curacao. A boy and a girl from each island tells their story, giving details of life, family, school, and sport. There is a general introduction to each island, with very brief geographical and historical sketch. Useful information which is not readily available.	Duell, 1964	5-6
KEATS, Ezra Jack	*My Dog is Lost!* Juanito, a little Puerto Rican boy who can speak only Spanish, has lost his dog. In his search for the pet, Juanito meets several helpful friends and sees many sections of New York. Told in simple words and enhanced by expressive illustrations, this story would have a special appeal to those children who are learning Spanish. Some Spanish words and expressions are used.	Crowell, 1960	K-2
LEWITON, Mina	**Candita's Choice* A puerto Rican girl faces many problems in New York, but she finally chooses to remain in New York.	Hale, 1959	5-7

Author	Title	Publisher	Grade Level
LEWITON, Mina	*That Bad Carlos* Carlos and his family were Puerto Rican. They recently had moved to New York, where everything was strange and it was easy to do things wrong. The misadventures of the lively 10-year-old boy are told with sympathy and understanding, and the problems of this minority group are well characterized.	Harper, 1964	4-5
LEXAU, Joan M.	*Jose's Christmas Secret* Ten-year-old Jose was the man of a family which had come to New York from Puerto Rico. Christmas was only a few days off, and the little family was homesick and cold. There was barely enough money for fuel and warm bedding - and, of course, none at all for Christmas gifts. But Jose was able to find a temporary job and earned a little money to help make Christmas warm and friendly. A story of love and courage. Some Spanish words are used, but the meanings are made clear in context.	Dial, 1963	3-4
MCFADDEN, Dorothy	**Growing Up in Puerto Rico* Ten stories about Puerto Rico told from a child's viewpoint.	Silver, 1960	3-6
NEWMAN, Shirlee P.	*The Shipwrecked Dog* Orphaned Carlos Souza, who was lonesome and homesick for his native Portugal, found it difficult to adjust to his new home with relatives in New England. When a forlorn puppy, rescued from a shipwreck, was given to the boy to take care of, it helped him to overcome his shyness and make new friends.	Bobbs, 1963	5-6
ORMSBY, Virginia	*What's Wrong With Julio?* Of the five Spanish-speaking children in the class, only Julio looked unhappy and refused to talk or to participate in the school activities. Teresita and Maria, Roberto and Gonzalito were not only grasping the	Lippincott, 1965	3-4

Author	Title	Publisher	Grade Level
	new language but helping their classmates under the teacher's guidance to learn many Spanish words. The children's gradual awareness of Julio's loneliness and their warm responsiveness to his problem are sensitively handled. Simple Spanish vocabulary is nicely interwoven into the story. The author's purposeful illustrations introduce the Spanish words with their English equivalents just at the right time. The two-page picture dictionary at the end is appealingly done. There are two errors in Spanish in the book; "library" is called "libraria" instead of "biblioteca" and "pepper" should be "pimienta" instead of "pimiento." However, the book is useful both for intercultural understanding as well as an introduction to Spanish.		
POLITI, Leo	*Juanita* A birthday party and a charming old Easter custom, the blessing of the animals on Olvera Street, are beautifully portrayed.	Scribner, 1948	3-4
	Pedro, The Angel of Olvera Street A charming story of Christmas time on Olvera Street in old Los Angeles. The hero is Pedro, who sang like an angel.	Scribner, 1946	3-4
	Song of the Swallows A little boy and the old gardener of the San Juan Capistrano mission wait for the return of the swallows. The author has transformed a southern California tradition into a simple, poetic story. The beautiful illustrations are in soft, muted tones.	Scribner, 1949	3-4
PRIETO, Mariana	*A Kite for Carlos. Un Papalota Para Carlos* The story of a Spanish-American boy's adventures with the kite he received for his ninth birthday. The text is in English on the top half of the page and is repeated in Spanish on the bottom half.	Day, 1966	4-6
RICHIE, Barbara	**Ramon Makes a Trade* In both Spanish and English the story of Ramon's problem is presented.	Hale, 1959	2-4

Author	Title	Publisher	Grade Level
ROWLAND, Florence Wightman	*The Singing Leaf* Pedro was unable to afford a guitar, but an old man taught him how to play a tune on a narrow green leaf. Pedro learned to play the Jarabe dance, and his music helped to entertain the people at a fiesta. A delightful story with charming illustrations.	Putnam, 1965	3-4
SCHLOAT, Warren	**Maria and Ramon* Puerto Rican culture is explained through well-chosen photographs.	Knopf, 1966	2-6
SPEEVACK, Yetta	*Spider Plant* A sympathetic portrait of a 12-year-old Puerto Rican girl and her family and of how they learn to adjust to life in a New York apartment house. Difficulties with the language, with new customs, with making friends, and with overcoming a sense of not belonging are made very real through the experiences of the likeable family. Could be used with *Candita's Choice* by Lewiton. Spanish words used are all clearly understandable in context.	Atheneum, 1965	5-up
STOLZ, Mary	*The Noonday Friends* The childhood of sensitive 11-year-old Franny Davis is beset by adult problems. There is a constant worry about money, the insecurity of her artistic father, the after-school responsibilities of taking care of her precocious younger brother and doing many chores for her working mother. Franny longs to spend more time with her school friend, Simone Orgella, whom she can only see during lunch hour or on occasional weekends even though Simone's family also resides in Greenwich Village. Franny dreams of being as free as a mermaid while Simone's poetic soul longs for the beauty of her parents' native land of Puerto Rico. This is a realistic heart-warming story with contrasting cultures, attitudes and aspirations, fine characterization, and excellent family relationships. A runner-up for 1966 Newbery Award.	Harper, 1965	6-7

Author	Title	Publisher	Grade Level
WHITNEY, Phillis	*Secret of the Emerald Star* When 13-year-old Robin Ward's family moves to Staten Island, she becomes friends with Stella, a blind girl who is a Cuban refugee now living with her intolerant and domineering American grandmother. The valuable star-shaped emerald pin that Stella wears, despite her grandmother's stated disapproval, has a symbolic meaning for the girl and she is desolate when it disappears. In the course of the story, blindness is treated with understanding instead of pity, and Stella comes to realize that her handicap is no excuse for a bad disposition.	Westminister, 1964	6-7

GENERAL

(*Indicates high recommendation)

Author	Title	Publisher	Grade Level
ANGLUND, Joan	**A Friend is Someone Who Likes You (Illus.)* Story of our many different kinds of friends and the nice things they do for us.	Harcourt, 1958	K-2
ANGLUND, John	**Love is a Special Way of Feeling* Tiny book that tells how we may discover love and the many little ways in which it often begins.	Harcourt, 1960	K-2
BANNON, Laura	*The Gift of Hawaii* John John is attempting to obtain a birthday present for his mother. He finally decides that he must make a lei since he does not have enough money for the present he would like to buy for her. A simple story with colorful illustrations by the author.	A. Whitman, 1961	3-4
BEIM, Lorraine	*Two is a Team* Two little boys learn to work and play together. This lesson of cooperation, as well as a more subtle lesson, is portrayed in the illustration.	Harcourt, 1945	3-4
BONSALL, Crosby	*The Case of the Cat's Meow* Four youthful private eyes, Wizard, Tubby, Skinny, and Snitch, investigate a puzzling case - the disappearance of Snitch's beloved cat, Mildred. The simple story and the cartoon-type illustrations are amusing and full of fun. The pictures indicate that Snitch is a Negro.	Harper, 1965	1-2
BUCKLEY, Peter	**Five Friends at School (illus.)* Children of various ethnic groups are good neighbors.	Holt, Rinehart & Winston	3-6
BUCKLEY, P. and JONES, H.	**William, Andy & Ramon (illus.)* Children of three ethnic groups are classmates and neighbors.	Holt, Rinehart & Winston	3-6
BURCHARDT, Nellie	**Reggie's No-Good Bird (illus.)* A little boy in a housing project encounters many problems as he cares for a sick bird.	Watts, 1967	4-6

Author	Title	Publisher	Grade Level
BUSHMAN, John	*Scope Reading Series/Reading* Easy to read selections portraying a variety of ethnic backgrounds.	Harper & Row	7-12
EVANS, Eva K.	*All About Us* An infomal description of man's ancestry and of the changes in skin color, customs, and languages caused by different early environments.	Golden Press, 1947	3-4
	People Are Important Differences in customs of people around the world are described by an anthropologist for younger readers. The amusing illustrations add to the appeal of the common-sense message, which emphasizes that everyone is important.	Golden Press, 1951	3-4
FITCH, Florence Mary	*One God, the Ways We Worship Him* This is a simple account of the religious practices and beliefs of the Jews, Catholics and Protestants. It is intended to acquaint the young reader with the religions of their fellow citizens.	Lothrop, 1944	6-up
GAG, Wanda	*Wish for Mimi* Mimi is the youngest of seven children of a widowed French mother. The child wishes for a real bathroom with a porcelain tub and with water coming out of a faucet. The most interesting parts of the story are the authentic 1890 background and the good examples of democracy at work among people of different nationalities as they live and earn a living together.	Holt, 1958	5-6
HEIDERSTADT, Dorothy	*Lois Says Aloha* A pleasant, realistic story of a modern 13-year-old Hawaiian girl of mixed ancestry and of her family and friends. Some island history and traditional customs are skillfully woven into the story, which culminates with the all-out celebration when Hawaii becomes a state. Good family relationships and convincing characterizations make this a wholesome story that sixth-grade girls will enjoy.	Nelson, 1963	5-7

Author	Title	Publisher	Grade Level
HOYT, Helen	*Aloha, Susan!* A great deal of Hawaiian history and legend are woven into this rather episodic story of 12-year-old Susan's adventures in Honolulu in 1900. Tomboy Susan lives through the great Chinatown fire, has fun with her friends of all races, and finally becomes reconciled to growing up when she begins to assume responsibility for 3-year-old Haru, the Japanese maid's pesky son.	Doubleday, 1961	5-6
HUGHES, Langston	*The Dream Keeper* A collection of poetry selected expressly for young people. The poetic concepts and reading level will make this reference more appealing to the mature elementary reader.	Knopf, 1932	6-up
KEATS, Ezra Jack	*John Henry: An American Legend* Ezra Jack Keats, a Caldecott award recipient, has retold this American legend in a simple, ballad-like style. His illustrations for the retelling are appropriately vivid and forceful.	Pantheon, 1965	K-up
KESSLER, Leonard	*Here Comes the Strikeout* Bobby simply could not get a hit, no matter how hard he tried. Finally, with the coaching and encouragement of his friend, Willie, Bobby did get a hit that won the ball game. This simple book for beginning readers combines a good baseball story with descriptions of fine interracial relationships. The illustrations show Willie as a Negro and Bobby's home as being in a crowded, urban neighborhood.	Harper, 1965	1-2
KUBIE, Nora	*First Book of Israel (illus.)* Simply written well-illustrated history with contemporary emphasis.		4-7
LIONNI, L.	**Little Blue and Little Yellow* Two blobs of paint experience difficulty as the encounter difference.	Obolensky, 1959	K-1
LIPMAN, D and PAIGE, S.	*Maybe I'll Pitch Forever (illus.)* Racial harmony goes hand in hand with team effort.	Doubleday, 1962	6-12

Author	Title	Publisher	Grade Level
LOVELACE, Maud Hart	*The Valentine Box* Janice, new to Oak Grove School, is apprehensive about school on Valentine's Day, and she wonders if there will be any valentines for her. Returning to school after lunch, she helps a classmate chase after the valentines which are being blown by the wind. The incident creates a friendship between the two girls and the day is saved. The same story appears in the reader, *Finding New Neighbors*.	Crowell, 1966	3-4
MARTIN, Patricia	**Calvin and the Cub Scouts* Integrated pictures enhance the story of a group of cub scouts.	Putnam, 1964	3-5
MCGUIRE, Edna	**They Made America Great (illus.)* Biographies of outstanding Americans include the story of George W. Carver.	MacMillan, 1960	4-6
OAKES, Virginia Armstrong	*Hawaiian Treasure* A scout troop in Hawaii has exciting adventures. Tom, a new arrival from the mainland, joins the troop. In so doing, he learns to appreciate friends of many different backgrounds and cultures.	Messner, 1957	5-6
SCHWEITZER, Byrd	*One Small Blue Bead* An imaginative story-poem set in the prehistoric time in the desert country of our land. Huddled in the cave with other Indians, an old man wonders if there are other cave men huddled in similar fashion in the world beyond. Only a young boy comprehends the old man's intellectual curiosity and has the sensitivity to share his dreams of the brotherhood of man. The boy's reward is one small blue bead from a young stranger of the unknown beyond. Blowing blue and sand illustrations by Symeon Shimin help to blend the realism and mysticism of the theme and convey the poignancy of man's yearning for love and identity. An unusual book with striking illustrations.	Macmillan, 1965	4-5

Author	Title	Publisher	Grade Level
SHOWERS, Paul	*Your Skin and Mine* A simple, well-written explanation of the skin: what it is and how it protects you, how it helps you feel things, what happens when you cut your finger, etc.	Crowell, 1965	K-4
	Look at Your Eyes A study of the scientific concepts of the eyes, including pupils, tear ducts, and eyelashes. A Negro child is the dominant character, as shown by the illustrations.	Crowell, 1962	2-4
SODERBERG, Eugenie	*Mokihana Lives in Hawaii* Incidents in the lives of four children are described. The photographs by Anna Riwkin-Brick of the children in Hawaii constitute the best part of the book.	Macmillan, 1961	3-5
STANEK, Muriel	**How People Live in the Big City* Very simple introduction to the multi-ethnic composition of urban society.	Benefic, 1964	3-5
STERNE, Emma Gelders	*Blood Brothers: Four Men of Science* The text describes the research and discoveries of four great scientists: William Harvey, English anatomist and physician; Marcello Malpighi, Italian anatomist; Karl Landsteiner, American pathologist born in Austria; and Charles Richard Drew, American Negro, pioneer in the field of blook plasma preservation.	Knopf, 1959	5-6
TAYLOR, Sidney	**All-of-a-Kind Family (illus.)* Similarities and differences presented with feeling and humor.	Follett, 1966	2-4
THOMPSON, Vivian L.	*Keola's Hawaiian Donkey* The charming story of Keola, a Hawaiian boy, and a stubborn little donkey who both knew the importance of work but also liked to stop to admire the beauty around them. Illustrations by Earl Thollander in black, white and bright green catch the whimsy of the story and the character of a Hawaiian island.	Golden Gate Jr.	3-4

Author	Title	Publisher	Grade Level
TUNIS, John R.	*Keystone Kids* The story of two brothers who came North to join a baseball team. When a Jewish boy became a member of the team, trouble began. Everyday problems of working democracy are clearly presented. A story which would have special appeal to upper-grade boys.	Harcourt, 1943	5-up
VOGEL, Margaret	**Hello Henry (illus.)* Two Henry's - one brown and one white - become friends in a supermarket.	Parents, 1965	K-2
WEISS, Edna S.	*Truly Elizabeth* Truly Elizabeth is a friendly, competent, little girl who moved with her father to New York. She makes new friends and enjoys the companionships of people of differing origins and ways of living. A charming story that elementary school girls will especially enjoy.	Houghton, 1957	5-6
WILLIAMSON, Stan	*No Bark Dog* The story is centered around a little boy and his dog that would not bark. The situation is well developed to sustain interest, and the dog about whom everyone is so concerned does bark at an appropriate time. A useful book for the beginning reader. Illustrations show Negro and Caucasian children playing together in a natural way.	Follett, 1962	1-2

G. INTEGRATED BOOKS AND TEXTS

INTEGRATED BOOKS AND TEXTS

(*Indicates high recommendation)

SOCIAL STUDIES

*_All About Us._ Eva Knox Evans. Illustrated by Vans Earle. Golden Press, New York, 1965. 95 pages. Reading level equivalent Grade 2 and up.

This excellent book draws upon scientific and anthropological knowledge to explain some of the differences--and similarities--among people. The chapters include "About the Way We Act," "About the Way We Look," "About Americans," and "About Our Friends."

Basic Social Studies: Learning for Living in Today's World. Benefic Press, Chicago. Reading level equivalent 2-3.

Basic Social Studies Program (Diamond Edition); Scott, Foresman and Co., Chicago. Reading level equivalent 5-6.

Big City Series. Follett Publishing Company, Chicago.

Discovering American History. John A. Rickard and Rolor E. Ray. Allyn and Bacon, Inc., Boston, 1966. 520 pages. Reading level equivalent 1-3.

Follett New Unified Social Studies Books. Follett Publishing Company, Chicago. Reading level equivalent 1-3.

Ginn History Series. Ginn and Company, Boston. Reading level equivalent 4-5.

Heath Social Studies Series. D. C., Heath and Company, Boston. Reading level equivalent 1-3.

Heath Social Studies Program. D. C. Heath and Company, Boston. Reading level equivalent 5.

*_Holt Urban Social Studies Program._ Holt, Rinehart and Winston, Inc., New York.

The first two books in this series are about William, Andy, and Ramon--friends and neighbors who play and attend school together in a big city. William is Negro, Andy is white, and Ramon is Puerto Rican. The characters are real people who were photographed in New York City by Peter Buckley as they engaged in various activities at home and in the community. Both books convey an easy warmth through the text and an abundance of wonderful photographs. Reading level equivalent 1-3.

*_Let's Find Out Books,_ Franklin Watts, Inc., New York. Reading level equivalent 1-3.

*_Living in Our Times: Social Studies Series._ Allyn & Bacon, Inc., Boston. Reading level equivalent 2-3.

Macmillan Elementary History Series. Macmillan Company, New York. Reading level equivalent 3-4.

Macmillan Social Studies Series. Macmillan Company, New York. Reading level equivalent 1-Jr. High.

Macmillan Social Studies Series. Macmillan Company, New York. Reading level equivalent 4-7.

On The Go: Boys and Girls Exploring the San Francisco Bay Area. Berkeley Unified School District, Berkeley, Calif., 1966. 51 pages, Reading level equivalent 2.

A unique book that tells what second grade children saw and felt on field trips in the San Francisco Bay Area. Written by the children and their teachers at the Franklin Elementary School in Berkeley. Wonderful photographs of the children - Black, White and Oriental - on their trips. This book could be used in any school system.

Our Country. H. Eibling, F. M. King, and J. Harlow. Laidlaw Brothers Publishers, River Forest, Illinois, 1965, 384 pages. Reading level equivalent 5-6.

Our Nation's Builders. Iris Vinton, Charles E. Merrill Books, Inc., Columbus, Ohio. 1966, 389 pages. Reading level equivalent 4-7.

The Way We Live. Noble and Noble, Publishers, Inc., New York, 1964, 88 pages. Reading level equivalent 1-3.

The World Children Live In. Silver Burdett Company, Morristown, N. J. Reading level equivalent 1-5.

**Tiegs-Adams Series.* Ginn and Company, Boston. Reading level equivalent grade 1.

Under Freedom's Banner. Dorothy M. Fraser and Helen F. Yaegar. American Book Company, New York. 1964, 378 pages. Reading level equivalent 4-5.

* *Your Community and Mine.* C. W. Hunnicutt and Jean D. Grambs. L. W. Singer Company, Inc., Syracuse, N. Y., 1966. 218 pages. Middle Elementary.

A study of life in the United States: in a small town; in Washington, D.C.; with a Japanese-American family in San Francisco and its suburbs; with a white boy and his Mexican-American friends in Corpus Christi, Texas; with a Negro family in Detroit; and on a farm in Kansas. The text includes a discussion of differences--and similarities--among people and communities. A Teacher's Manual is available. Well-integrated illustrations throughout the book.

SCIENCE-INTEGRATED TEXTS AND BOOKS

Concepts in Science Program. Harcourt, Brace and World, New York. Reading level equivalent 1-6.

Experiences in Science. Webster Division, McGraw-Hill Book Co., New York. Reading level equivalent Grade 1.

Heath Science Series (Third Edition), D. C. Heath & Co., Boston. Reading level equivalent, Pre-Primer-Grade 6.

**Let's-Read-and-Find-Out Books.* Thomas Y. Crowell Company, New York.

**Look At Your Eyes.* Paul Showers, 1962; 40 pages. Reading level equivalent Pre-Primer -1.

Lovely story of a Negro boy who tells us in prose and occasional rhyme how his eyes work--eyelashes, eyelids, and tears--and all the things he sees. Attractive illustrations of the little boy and his mother with several integrated drawings of children and adults.

**Your Skin and Mine.* Paul Showers, 1965. Unpaged. Reading level equivalent, Pre-primer -1.

Delightful story about our skin, including a simple, lucid account of the substance called melanin which gives color to the skin, and how it works. The text is illustrated with many lively drawings of white, Negro, and Oriental children.

**Straight Hair, Curly Hair.* Augusta Goldin, 1966; 40 pages. Reading level equivalent, Pre-primer - Grade 3.

The amusing pictures and simple text answer many questions children ask about their hair--how it grows, why it is straight or curly, how many hairs on a head, and how hair protects us. Two illustrations show Negro children.

***Red Man, White Man, African Chief.* Marguerite Rush Lerner. Illustrated by George Overlie. Lerner Publications Company, Minneapolis, 1960. Unpaged. Primary - Grade 2.

This book, a Brotherhood Award winner, explains skin color to the young child.

Science for Tomorrow's World. Macmillan Company, New York. Reading level equivalent 1-6.

Science For You Series. Ginn and Company, Boston. Reading level equivalent 1-6.

Science Series. Silver Burdett Company, Morristown, N. J. Reading level equivalent grades primary - 6.

Thinking Ahead in Science. American Book Company, New York. Reading level equivalent Grades 1-6.

Today's Basic Science. Harper & Row, Publishers, New York. Reading level equivalent Grades 1-6.

NUMBERS

Arithmetic With Sets. Frank W. Banghart, Noble and Noble Publishers, Inc., New York, 1963; 501 pages. Reading level equivalent grade 4.

Counting Carnival. Feenie Ziner: Illustrated by Paul Galdone. Coward-McCann, Inc., New York, 1962. Unpaged. Reading level equivalent Grades Pre-primer - primary.

Pre-Number Picture Cards. Harper and Row Publishers, New York.

LANGUAGE ARTS

Better Compositions for Everyone. Sister G. Calabrese. Noble and Noble, Publishers, Inc., New York, 1964. Reading level equivalent Early Elementary.

Elementary English Series. Ginn and Company, Boston. Reading level equivalent Grades Pre-Primary - 6.

English Compositions. Macmillan Company, New York. Reading level equivalent Grades 3-6.

English is Our Language Series. D. C. Heath and Company, Boston. Reading level equivalent Grades 1-6.

Language for Daily Use (Harbrace Edition). Harcourt, Brace & World, Inc., New York. Reading level equivalent Pre-Primer - Grade 6.

Macmillan English Series (Third Revised Edition). Macmillan Company, New York.

***Negro Heritage Reader for Young People.* Educational Heritage, Inc., Younkers, New York, 1965; 320 pages. Reading level equivalent Grade 6 and up.

A selection of readings from Negro history, folklore, and literature intended as a book a child can grow with, from elementary to secondary grades. Selections include: songs and stories; the comic strip "Tommy Traveler in the World of Negro History;" selections by Alexander Dumas, Alexander Pushkin, and many Negro American authors; a special section on Shakespeare's *Othello;* biographical notes; and a recommended reading list. Lovely illustrations.

Roberts English Series: A Linguistics Program. Harcourt, Brace & World, Inc., New York. Reading level equivalent Grades 3-6.

MUSIC - INTEGRATED TEXTS AND RECORDS

The Magic of Music. Ginn and Company, Boston. Reading level equivalent Grade 1-3.

Music for Young Americans (Second Edition). American Book Company, New York. Reading level equivalent Grades 1-6.

Bowman Records, Inc.
622 Rodier Drive
Glendale, California 91201.

Music and social studies series. Each album can be accompanied by a sound-filmstrip set and book (optional).

Fireside Folk Song Book for Children (Songs annotated for teacher presentation):

Teaching Children Values (Through Unfinished Stories) by Dorothy B. Carr, Ed.D., Supervisor, Special Education Branch, Los Angeles City Schools and Ernest P. Willenburg, Ed.D., Director, Special Education Branch, Los Angeles City Schools.

LP. #702 (for upper elementary grades) Educational Activities, Inc., Freeport, Long Island, New York, 1966.

APPENDICES

A. MATERIALS FOR DUPLICATION

B. MATERIALS FOR OVERHEAD PROJECTOR

C. LESSON PLANS

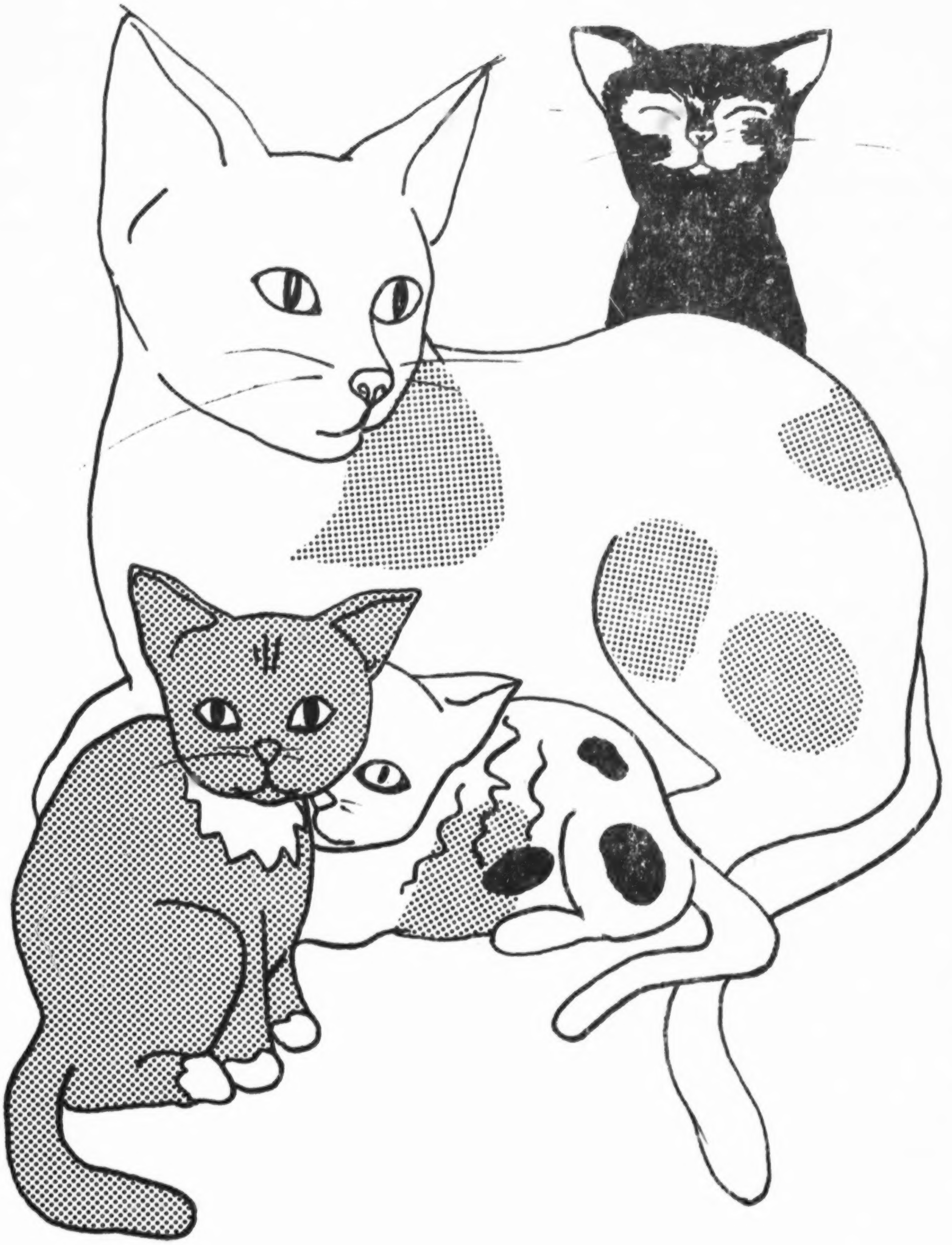
D. ROLE-PLAYING

E. CURRENT SOCIAL PROBLEMS

F. VOCABULARY

A. MATERIALS FOR DUPLICATION

1. WE INHERIT PHYSICAL TRAITS (kitten family)
2. CHECKLIST OF INHERITED TRAITS
3. APPEARANCE AS A LINK TO PARENTAGE
4. CONTROLLING OUR ENVIRONMENT
5. NON-VERBAL COMMUNICATION (MORSE CODE, INDIAN PICTURE LANGUAGE)
6. SOME FOREIGN WORDS
7. THE ORIGIN OF FAMILIAR FOODS
8. TOMMY - A STORY ABOUT MANNERS AND MANNERISMS
9. PHYSICAL FEATURES
10. VARIETY IN PHYSICAL FEATURES
11. FINGERPRINTS (A PHYSICAL MEANS OF IDENTIFICATION)
12. MAKING IMMEDIATE RESPONSES
13. CHOOSING FRIENDS
14. PEOPLE DEPEND UPON PEOPLE



Sample: Whom Do I Look Like

Trait	Mother	Father	Grandmother M or P	Grandfather M or P	Other	Description
Height						tall medium short
Body Build						heavy medium big light small
Eye Shape						round almond small oval large slanted
Eye Color						black hazel green brown blue yellow
Nose Shape						long short broad narrow flat pug small
Ear Shape						flat big small prominent
Hair Texture						thick thin curly straight kinky fine
Hair Color						black grey brown blonde red
Skin Color						black tan olive yellow pink white
Other Characteristics						
(Example: *males*						
birthmarks						
cleft in chin						
dimples)						

The student can write a brief paragraph to accompany the checklist, describing the physical features covered above.

Example:

> *My name is Bill Adams. I am tall and thin. My hair is dark like my father's but curly like my mother's. My eyes are green and people say they look just like my mother's eyes. My skin is dark. I look most like my father.*

Our looks are a link to our parents.

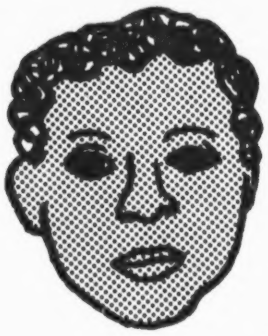
Reasons for being proud of the way we look:

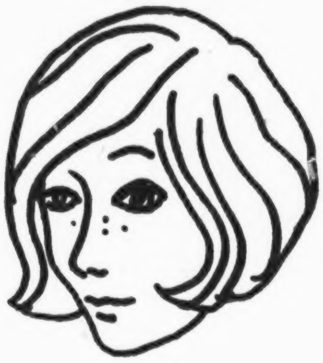
1. Our looks are special. No one else in the world looks exactly as we do.

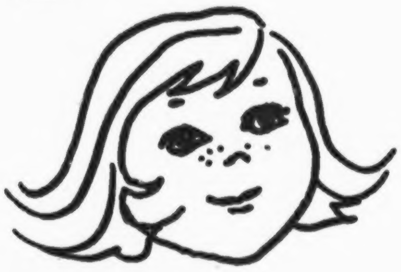
2. Our looks are proof that we belong to a certain family and a certain mother and father.

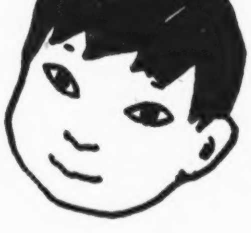
3. Our looks help us tell people apart.

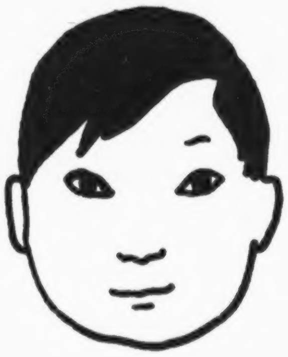
Use looks (physical appearance) to match the child to the parent.

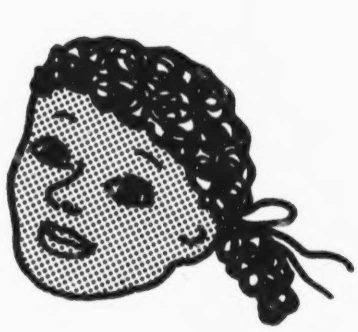




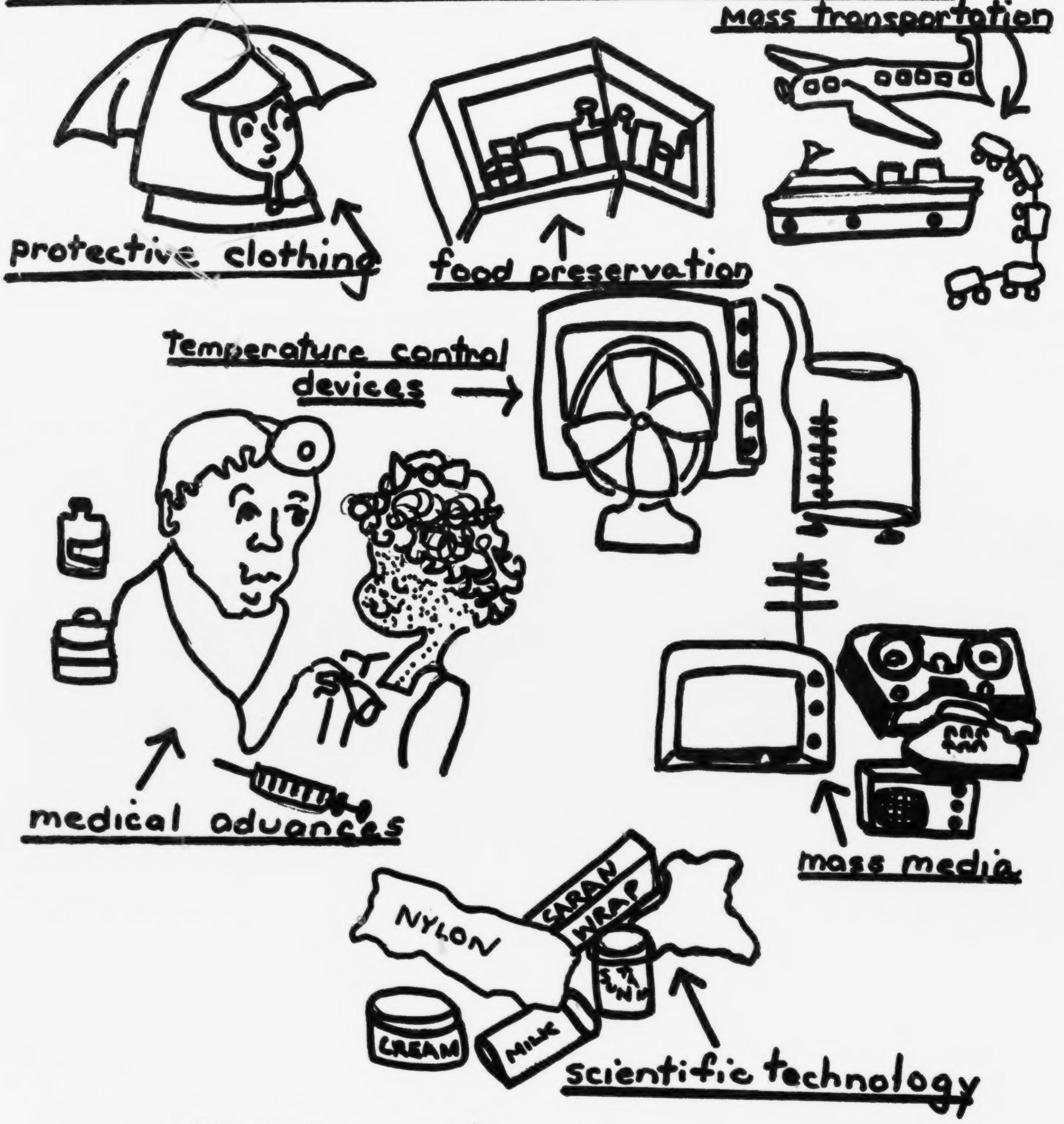








How man tries to control his environment


Mass transportation
protective clothing
food preservation
Temperature control devices
medical advances
mass media
NYLON
SARAN WRAP
CREAM
MILK
scientific technology
family planning
farming of the land and sea

International Morse Code

A •–
B –•••
C –•–•
D –••
E •
F ••–•
G ––•
H ••••
I ••
J •–––
K –•–
L •–••

M ––
N –•
O –––
P •––•
Q ––•–
R •–•
S •••
T –
U ••–
V •••–
W •––
X –••–

Y –•––
Z ––••
1 •––––
2 ••–––
3 •••––
4 ••••–
5 •••••
6 –••••
7 ––•••
8 –––••
9 ––––•
0 –––––

Decode these messages:

1) •••• • •—•• •—•• ———

____ ____ ____ ____ ____

2) •••• • •—•• •——•

____ ____ ____ ____

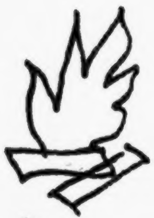
3) ——• ——— ——— —••

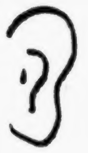
____ ____ ____ ____

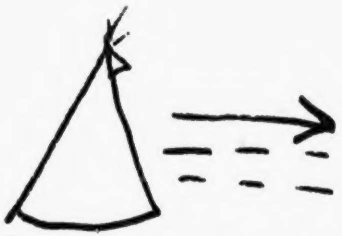
—••• —•—— •

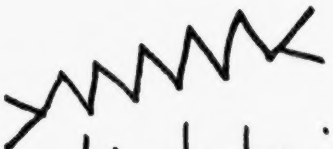
____ ____ ____

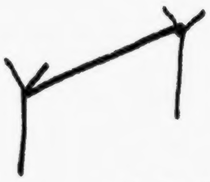
Indian Dictionary

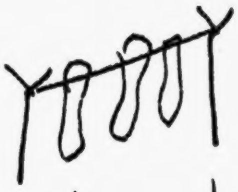

fire

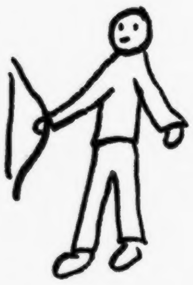

hear

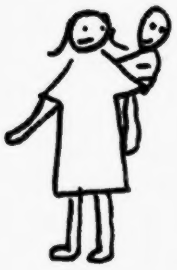

leave

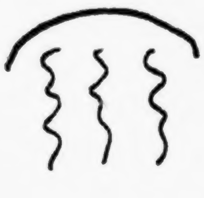

lightning


no meat

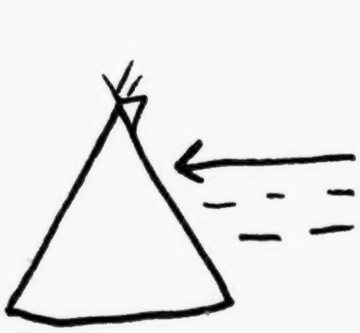

plenty of meat

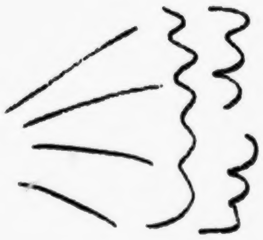

Man


Woman


rain

see


return


wind

Write Indian Sentences:

1. Man sees fire.

2. Woman hears rain.

3. No meat, man must leave.

Foreign Words to Know

French

1. hello – allô (allo)
2. good bye – au revoir (ah ruh vwar)
3. one, two, three – un, deux, trois (unh, duh, trwah)

German

1. hello – hallo (ha LOH)
2. Thank you – danke (DANK‿e)
3. One, two, three – eins, zwei, drei (īns, tsvī, drī)

Source: (Golden Language Tapes)

Spanish

1. hello – buenas dias (bŭānăs dē ăs)
2. good bye – adios (ă dē ōs)
3. one, two, three – uno, dos, tres (unō, dōs, trās)

Russian

1. hello – алло́ (hAlou)
2. father – папа (pah′- pah)
3. we – мы (mi)
4. I – Я (yu)
5. table – стол (stohl)

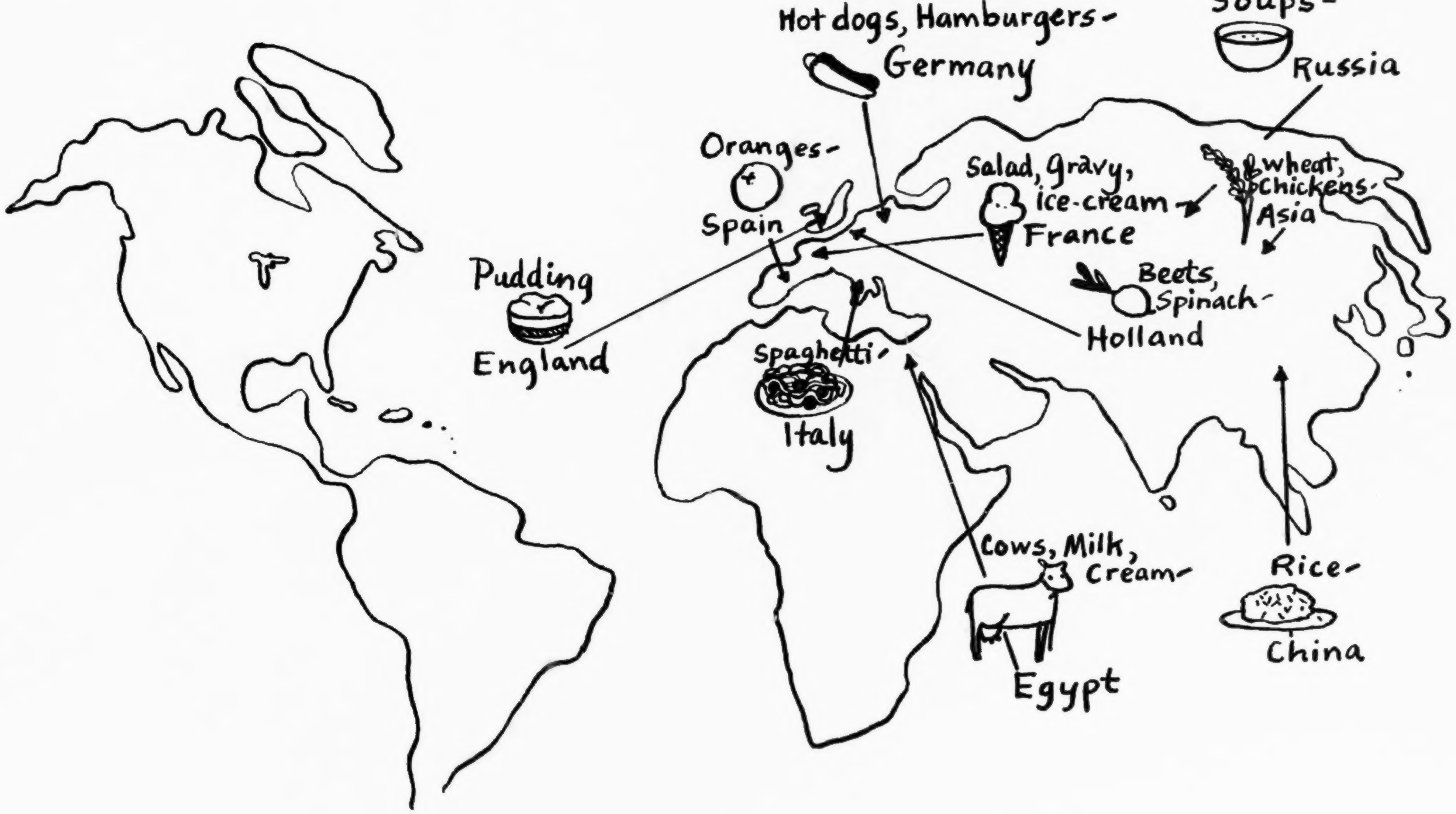
Hawaiian

1. goodbye - aloha (a lō ha)
2. a man - he kanaka (hē kăn ă kă)
3. one, two, three - akahi, alua, akolu (ă kă hī, ă lŭ ă, a kō lŭ)

Italian

1. Good morning - buon giorno (b'wohn johr'-noh)
2. good bye — arrivederci (ahr-ree veh dehr'chee)
3. **excuse** me — scusi (skoo' zee)

Origin of Some of our Favorite American Foods


Hot dogs, Hamburgers -
Germany
Soups -
Russia
Oranges -
Spain
Salad, gravy, ice-cream -
France
Wheat, Chickens -
Asia
Pudding
England
Beets, Spinach -
Holland
Spaghetti -
Italy
Cows, Milk, Cream -
Egypt
Rice -
China

TOMMY

A STORY ABOUT MANNERS AND MANNERISMS

Student-Teacher Activities:

1. A Story: Tommy was a healthy, happy American baby. He had blonde hair and blue eyes. One day Tommy and his family had to take an ocean voyage to Japan where his father was being reassigned while in the Navy. On the way over, the boat ran into a terrible storm at sea and the boat was thrown into and crashed upon some rugged, jagged rocks. Although the crew worked fast, they were unable to get all the people into the safety of the lifeboats before the ship sank. Tommy's parents managed to get their little son into lifeboat but they were unable to escape in time, so only the baby survived.

   In the lifeboat with Tommy was a young Japanese couple returning to Japan. They decided to take the baby to Japan and raise him as their own son. Tommy went to school in Japan and his friends were the Japanese boys and girls who lived in the same town.

   When Tommy grew up, he received a letter from a distant uncle in the United States who finally had managed to locate him. The uncle was anxious to meet Tommy, so he sent him some money and an airplane ticket to the United States. Both Tommy and his family were very glad to hear from this uncle and they decided that Tommy should make the trip.

   Tommy's uncle was waiting at the airport when the plane arrived. He knew who Tommy was immediately. His blonde hair and blue eyes really made him stand out from the dark-haired, dark-eyed Japanese passengers on the plane. But then, Tommy's uncle was in for a real surprise.

   Tommy only spoke Japanese. He was dressed like a Japanese boy. When he met his uncle, he bowed his head, as the Japanese do, instead of shaking hands. The way he walked, talked, and acted made him more Japanese than American. Tommy's uncle could not understand how this boy could be his American nephew. What would you tell him, using what you have learned about people?

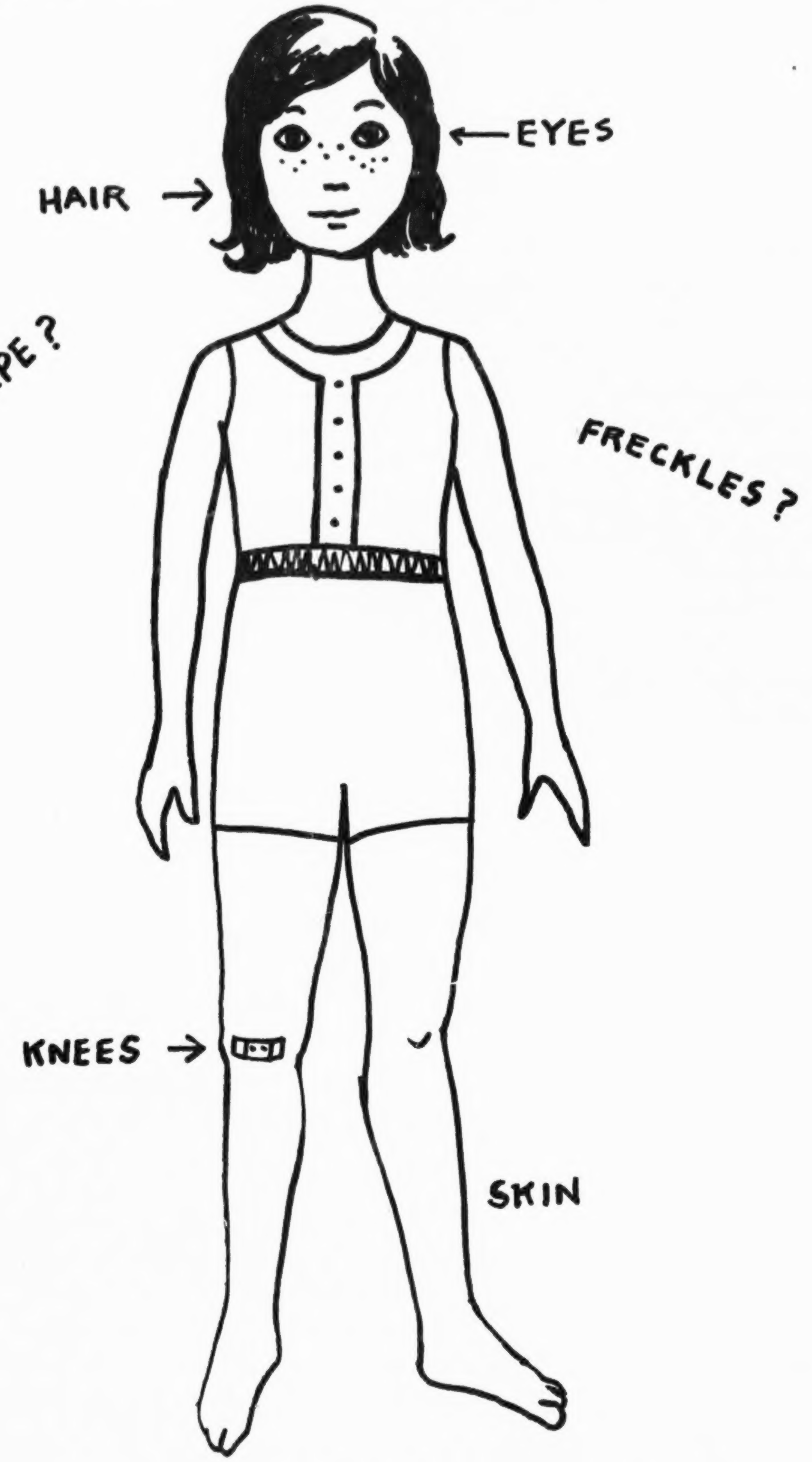
2. Experience Chart: Make a list of some American mannerisms and then use members of the class to dramatize them in appropriate situations.

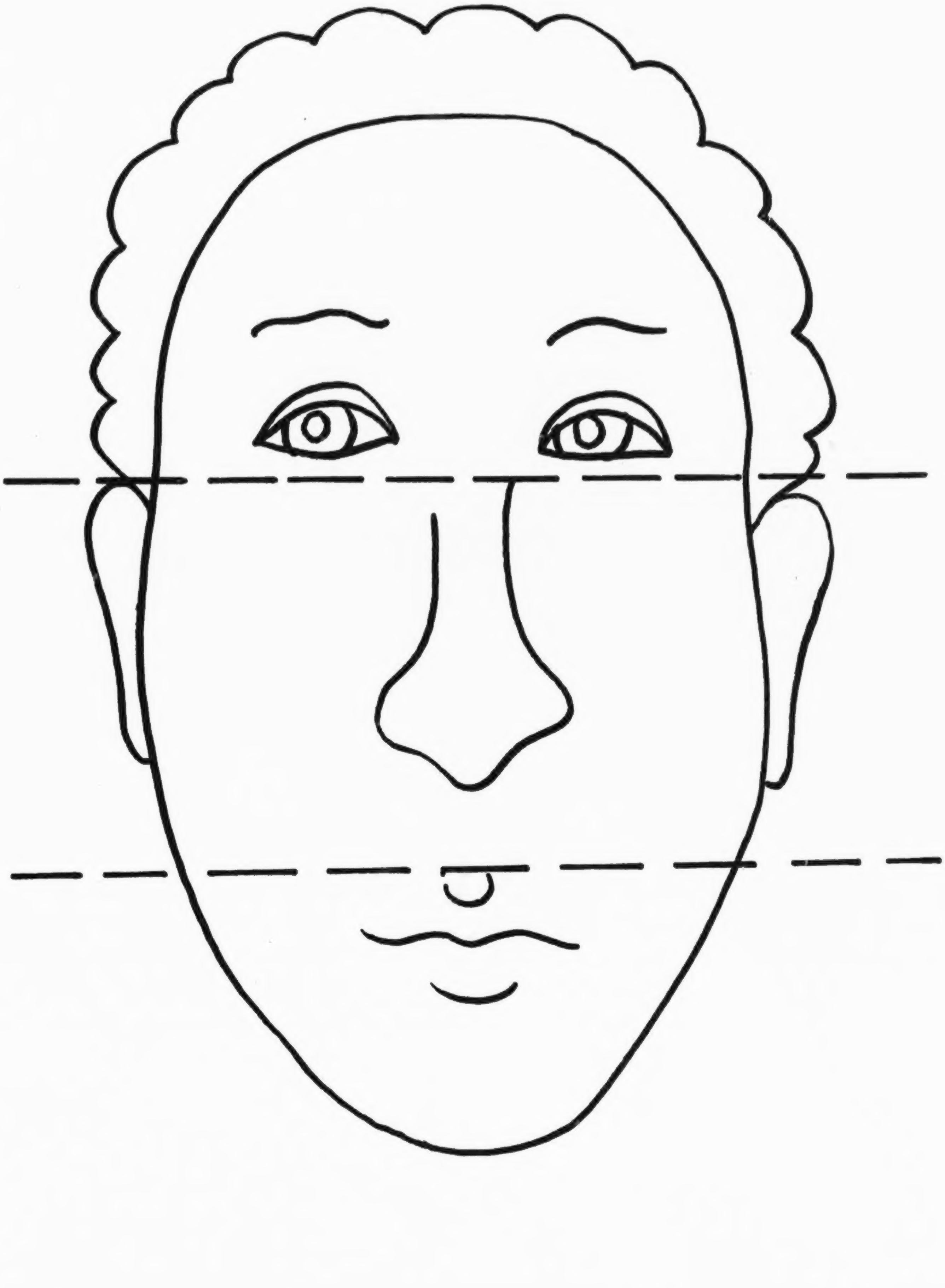
   Examples: *shaking hands when meeting*
   holding the door open for someone
   terms like "excuse me," and "thank you"
   taking hats off inside buildings or to show
   respect (flag, manner, etc.)

3. Examples: Use examples of proper manners as a class project. What starts out to be a novelty becomes second nature with continued usage. This cannot be done without the teacher setting an example by showing respect for her students.

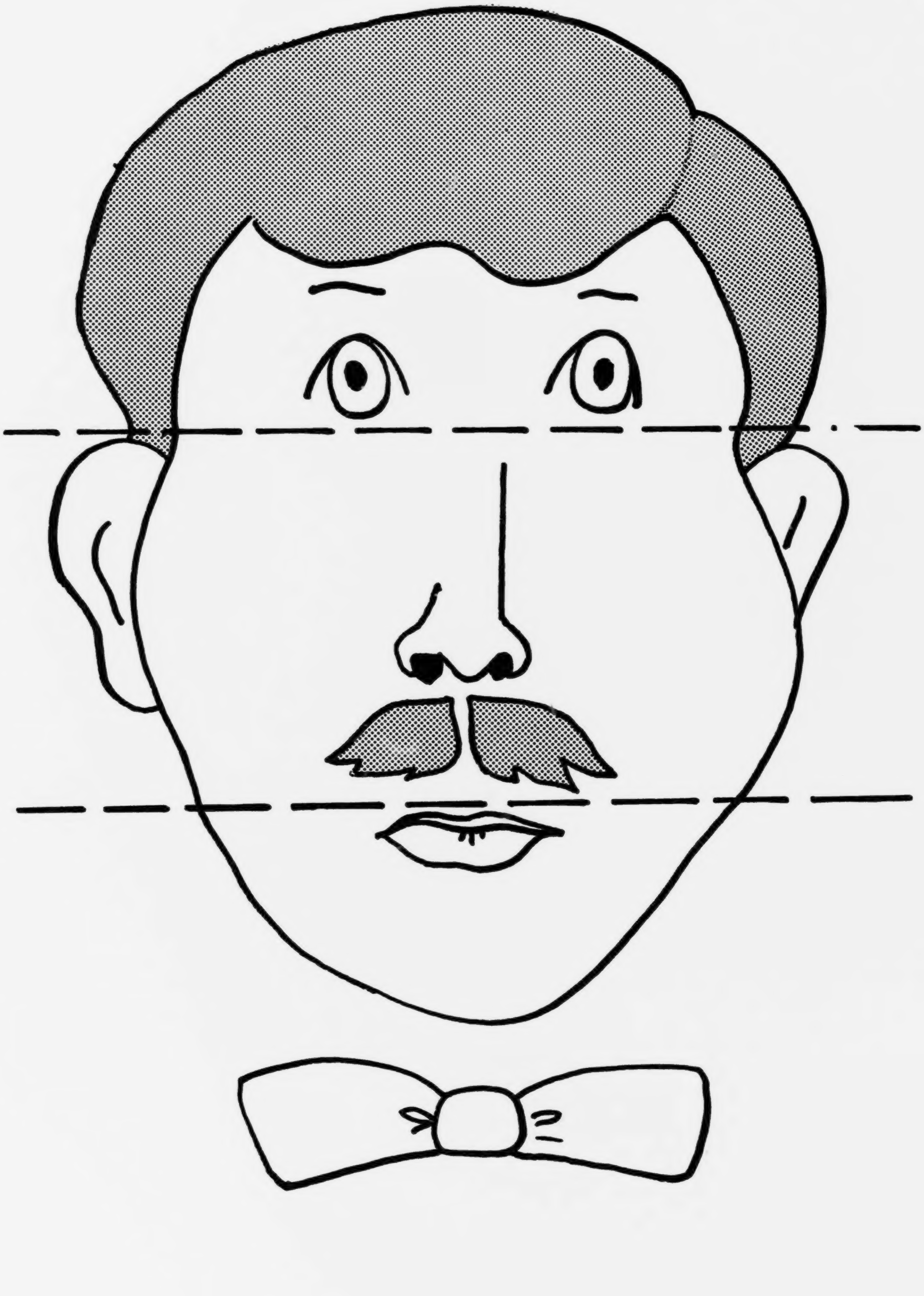
4. Fun Activity: Study some unique customs and mannerisms of other cultures. Although they might seem funny and strange, they are as much a part of a "life style" as our customs are to us.

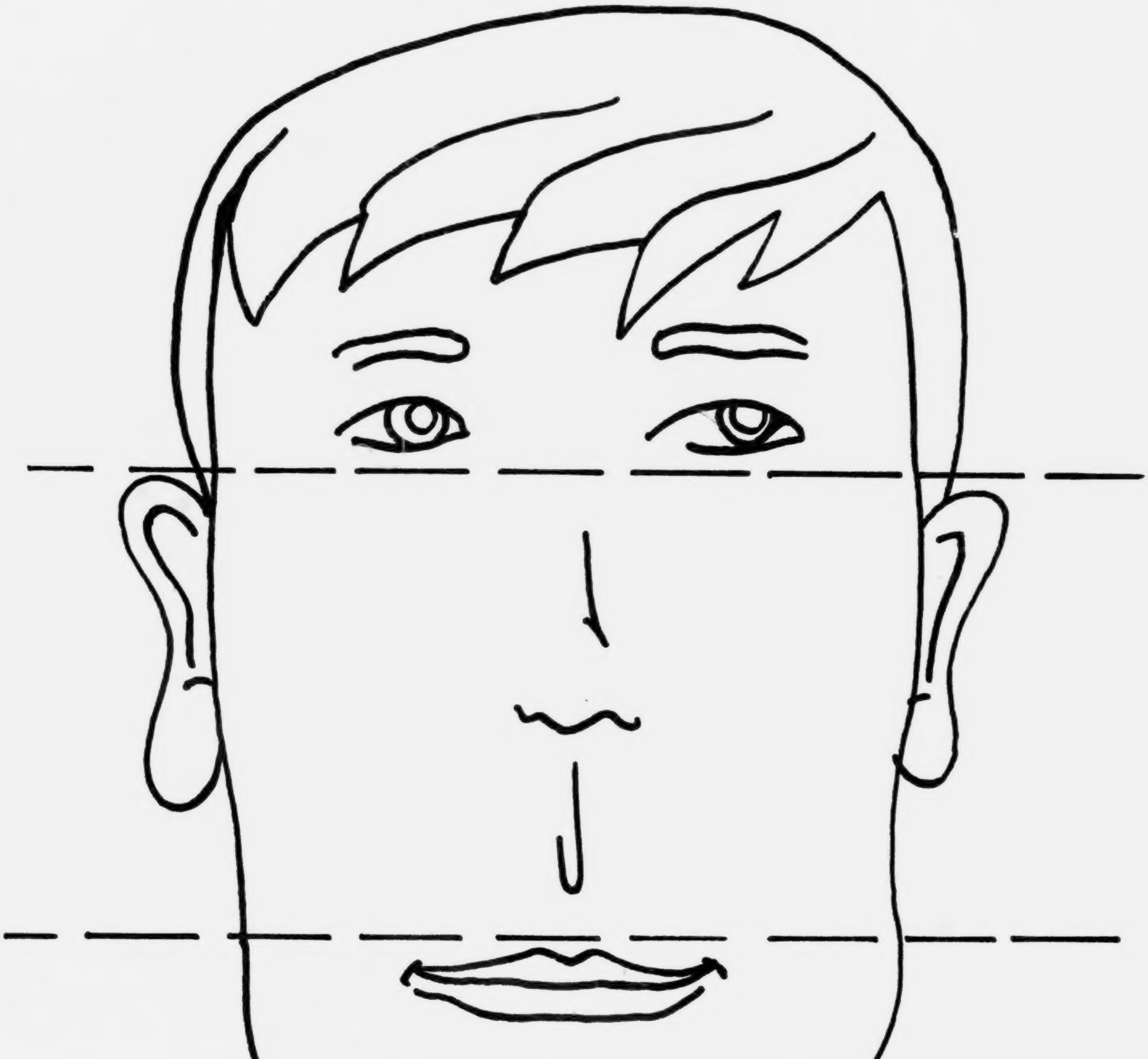
Are these the same in all people?


EYES
HAIR
SHAPE?
FRECKLES?
KNEES
SKIN



How many faces can you make?
(Cut on dotted line to outside page edge.)





Fingerprints

Right Thumb	Right Pointer	Right Middle	Right Ring	Right Little

Left Little	Left Ring	Left Middle	Left Pointer	Left Thumb

Pupil-Teacher Activities:

1. Have the pupils work together and play an immediate response word association game.

   Example: *Instruct the pupils to say the first thing that comes into their minds when you give them a cue word. Write down some individual responses.*

   *Sample Cue Words**

   food
   boat
   mother
   man
   summer
   tree
   baby
   dirt
   house
   girl
   father
   school
   teacher
   dumb
   fat
   reading
   book
   tiger
   black
   brother
   God
   law
   hate
   Catholic
   Chinese
   Jew
   Arab

   **words and concepts become more abstract*

2. Discuss the activity with the children. Can they see, from their responses, some of their own prejudices (good or bad feelings) about things and people.

3. Can the students discuss reasons why they felt the way they did about certain things and people.

ACTIVITY SHEET

Are these good reasons for choosing friends? Answer yes or no.

Can you explain your reasons for answering as you did?

1. Becky and Mary grew up together and knew each other since they were babies.

   Yes No

2. John tried to get friendly with Bob because Bob was the Captain of the football team.

   Yes No

3. Ellen, Joan, and Sue all belonged to the Young Homemakers Club and they seemed to enjoy doing the same things.

   Yes No

4. Alice was friendly with Peggy because she wanted to get to know Peggy's older brother.

   Yes No

5. Tom chose Al Jones to work on the prom decorating committee because he knew Al would do a good job.

   Yes No

6. Mrs. Adams became friendly with Mrs. Parsons so she would be invited to the Country Club where Mrs. Parsons was a member.

   Yes No

7. Chuck thought Bill was an all-around "good guy" and wanted to be his friend.

   Yes No

8. Cho and Juhn became friendly because people of the same race should stick together.

   Yes No

9. Susan tried to get friendly with Barbara because Barbara was the prettiest girl in the freshman class.

   Yes No

10. Marc became friendly with Ted Adams, the new Black boy, so he could prove he was not prejudiced toward Black people.

    Yes No

11. Mike and Paul had always been good friends because they felt at ease and comfortable with one another.

    Yes No

12. Martha and Jane's families had been good friends for many years and it was assumed that the girls would become good friends.

    Yes No

13. Grace had to be best friends with Marie or else Marie threatened to tell a terrible secret she knew about Grace.

    Yes No

14. Scott and Tommy were friendly because they seemed to think and feel alike about many topics.

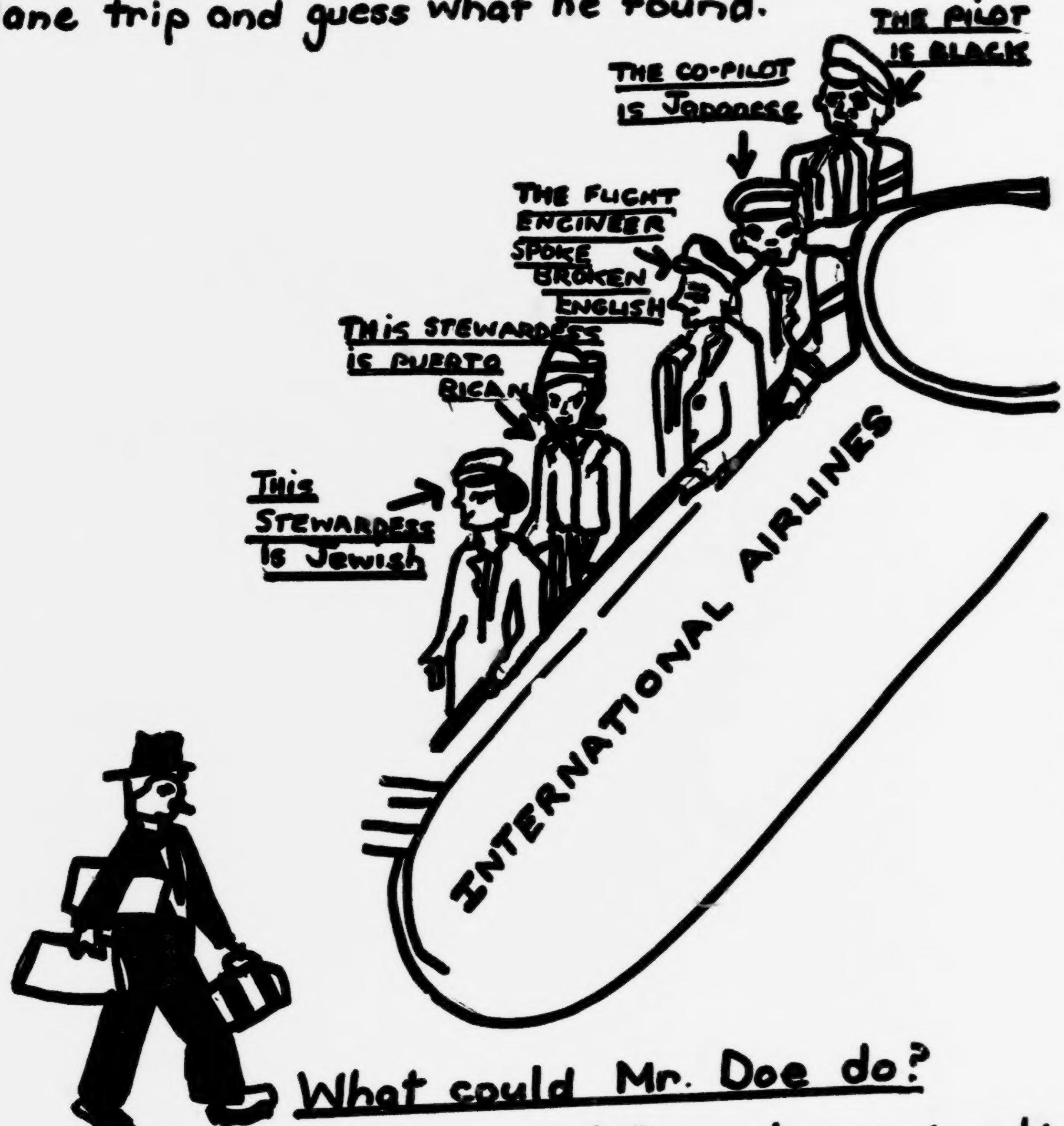
    Yes No

15. Judy became friendly with lots of boys and girls toward the end of her 9th grade year. She wanted to be invited to a lot of graduation parties.

    Yes No

People need Other People

Mr. Doe was a prejudiced person. He didn't like anyone who was a different race or religion than he. He didn't like people who wore different clothes or spoke different languages or whose customs were unlike his. Poor Mr. Doe took an airplane trip and guess what he found.


THE PILOT IS BLACK
THE CO-PILOT IS Japanese
THE FLIGHT ENGINEER SPOKE BROKEN ENGLISH
THIS STEWARDESS IS PUERTO RICAN
THIS STEWARDESS IS Jewish
INTERNATIONAL AIRLINES

What could Mr. Doe do?

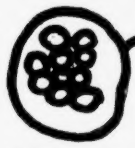
1. Refuse to board
2. Parachute out in mid-air
3. Complain to the company about hiring practices
4. Grump and growl during the entire flight
5. Begin to examine his prejudices
6. Have confidence that the crew will do a good job
7. Appreciate the service the people were performing
8. Sit back and enjoy a good flight

B. MATERIALS FOR OVERHEAD PROJECTOR

1. HOW A BABY GROWS AND DEVELOPS
2. THE RACES OF MAN
3. RACIAL MIXTURES
4. CONTRIBUTIONS OF IMMIGRANTS AND AFRO-AMERICANS
5. UNDERSTANDING OUR BODIES (HOW THEY LOOK AND WORK)

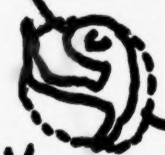
A Baby Grows

1 week



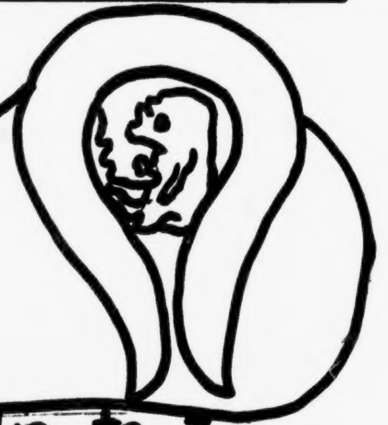
a group of cells

1 month



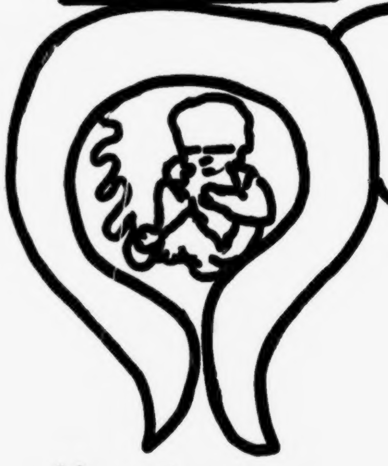
1/4 inch
Development of internal organs
Heart begins to beat

2nd and 3rd month



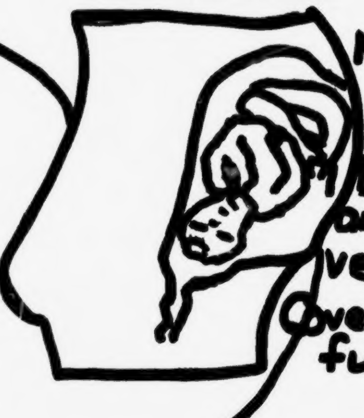
1 in. to 3 in
Embryo floats in sac
Looks like a human
Fingers and toes formed

4th month



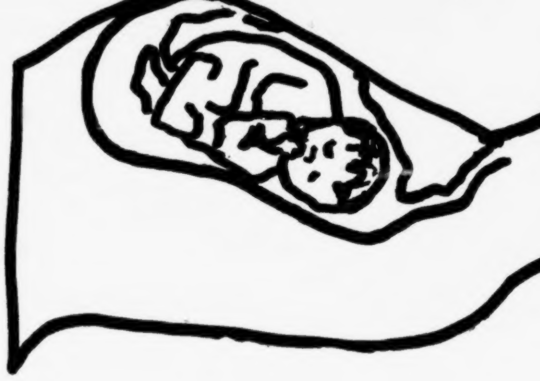
4-5 inches
Hair and teeth are forming
Mother might feel movement
Dr. may hear heartbeat.

6th month



Movements are big thumps.
Baby grows and gains weight very quickly.
Covered with fuzz

7th and 8th month

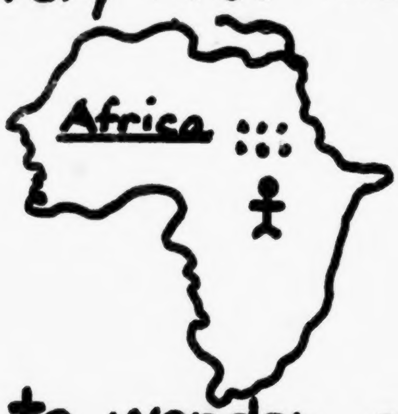


Baby has shifted to birth position. Hair, fingernails, cartilege of nose and ears has developed.

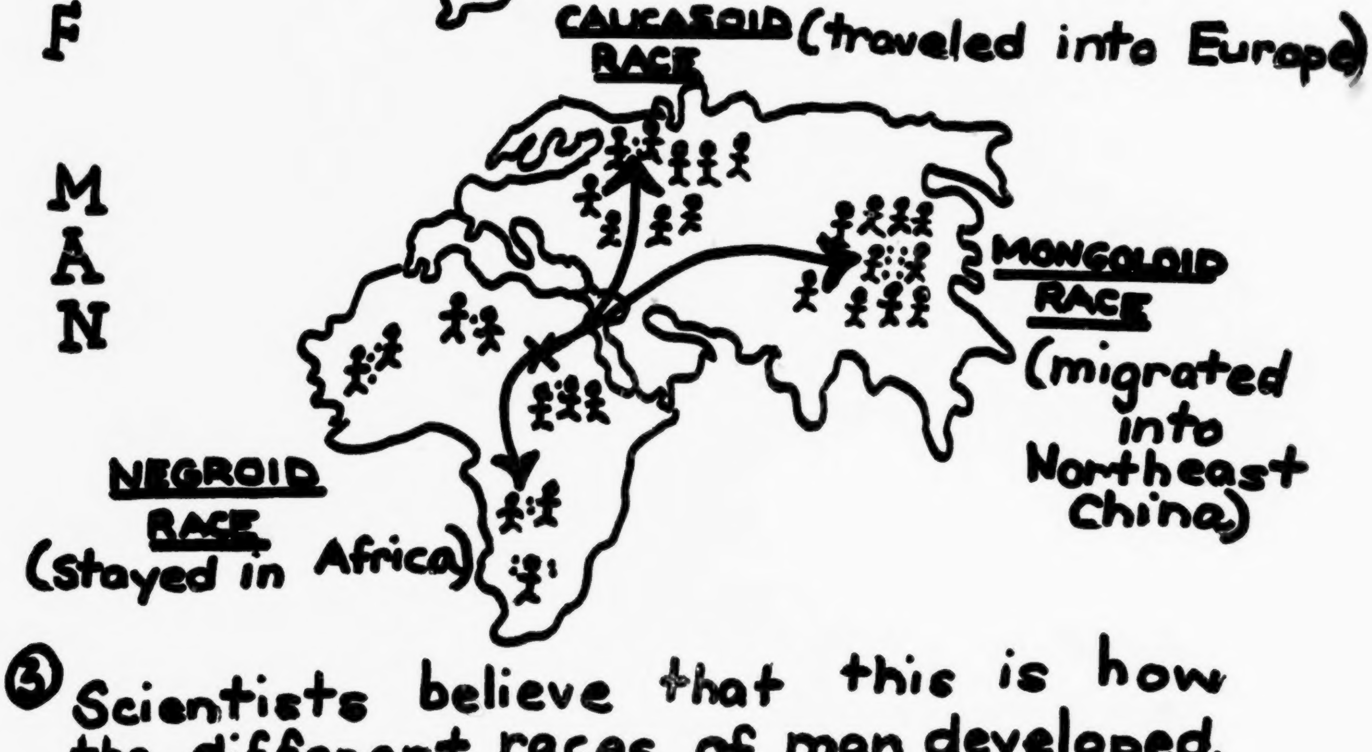
By 9th month baby usually weighs between 5-9 lbs. and is 16-22 in.. It can cry, suck. Eyes are slate blue in color.

THE RACES OF MAN

① Africa is believed to be the place Where the very first men lived

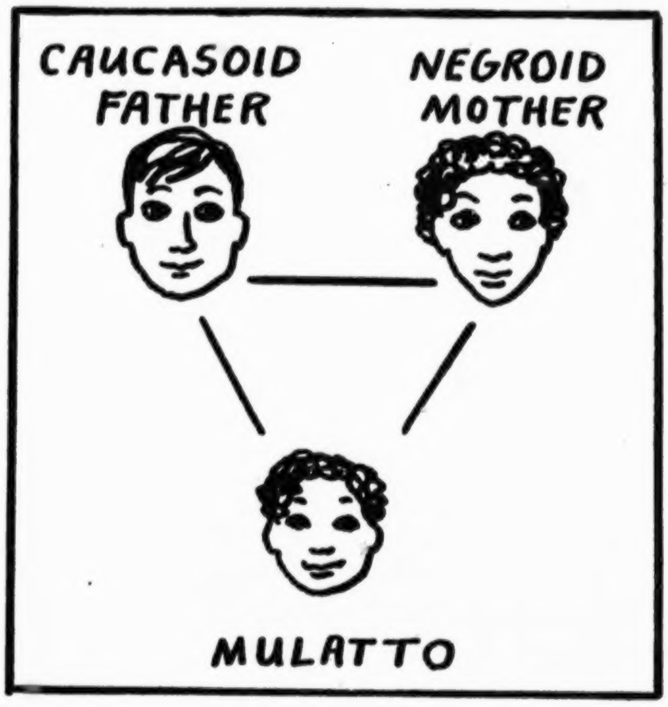


② Man began to wander and, as he moved to new environments, he changed in special ways, over thousands of years.

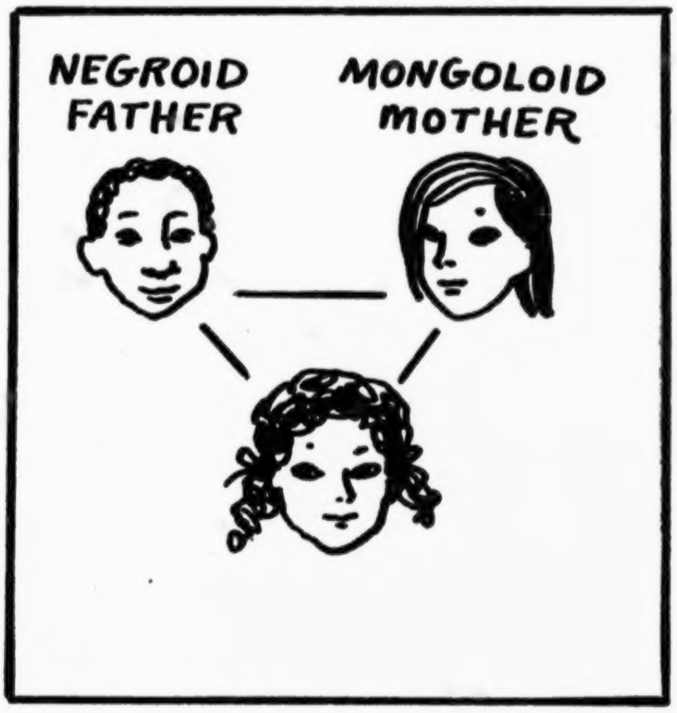

CAUCASOID RACE (traveled into Europe)
MONGOLOID RACE (migrated into Northeast China)
NEGROID RACE (Stayed in Africa)

③ Scientists believe that this is how the different races of man developed.

Examples of Racially Mixed People


CAUCASOID FATHER
NEGROID MOTHER
MULATTO

A child with mixed Racial Parentage usually inherits some physical features from both parents.


NEGROID FATHER
MONGOLOID MOTHER

Examples:
Dark to very light skin –
Kinky to straight hair –
Broad to narrow nose –
Thin to thick lips –

There are no general characteristics of racially mixed people. Oftimes it is impossible to tell what race people belong to just by examining their physical features.

Examples:

Person	Contribution	Race, Religion or Country of National Origin
Jane Adams	Social Worker Nobel Peace Prize 1931	Teacher
John Jacob Astor	Banking, Real Estate, Insurance	German Immigrant
John James Audubon	Painter of American Birds	Santa Domingo
Alexander Graham Bell	Patented Telephone Taught Deaf	Scotland
Andrew Carnegie	Formed U.S. Steel Corp. Philanthropist	Scotland
Charles Curtis	Vice-President under Herbert Hoover	Kau Indian
Albert Einstein	Theoretical Mathematician	German-Jew
Enrico Fermi	Discovered Nuclear Fission	Italy
Emma Lazarus	Write poem for base of Statue of Liberty	Jewish
William Worrall Mayo	Established Mayo Clinic	England
Joseph Pulitzer	Newspaperman became Philanthropist	Hungary
Knute Rockne	Notre Dame Football Coach	Norway
Will Rogers	Humorist	American Indian
Werner Von Braun	Director of Space Program	German

Writers

James Baldwin
Countee Cullen
Ralph Ellison
LeRoi Jones
Langston Hughes

Political Leaders--Social Leaders and Statesmen

Julian Bond
Eldridge Cleaver
Malcolm X
Edward Brooke
Martin Luther King
Adam Clayton Powell
Ralph Bunche
Thurgood Marshall
Jean DuSable

Educators

Mary McCloud Bethune
W. E. DuBois

Surgeons and Scientists

George Washington Carver
Dan Williams
Frank K. Lawless

Military

General B. O. Davis
Lawrence Joel

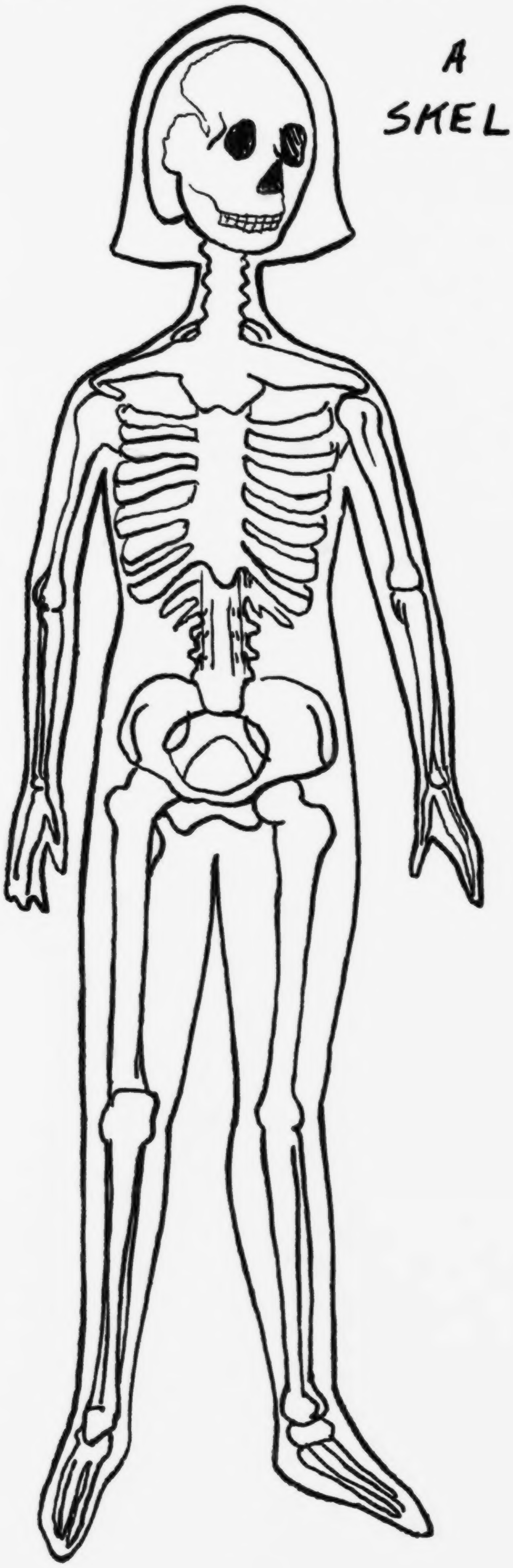
Athletes

Lew Alcindor - Basketball
Roy Campanella - Baseball
Willie Mays - Baseball
Jackie Robinson - Baseball
O. J. Simpson - Football
Mohammed Ali - Boxing
Joe Louis - Boxing
Jessee Owen - Track
Sugar Ray Robinson - Boxing

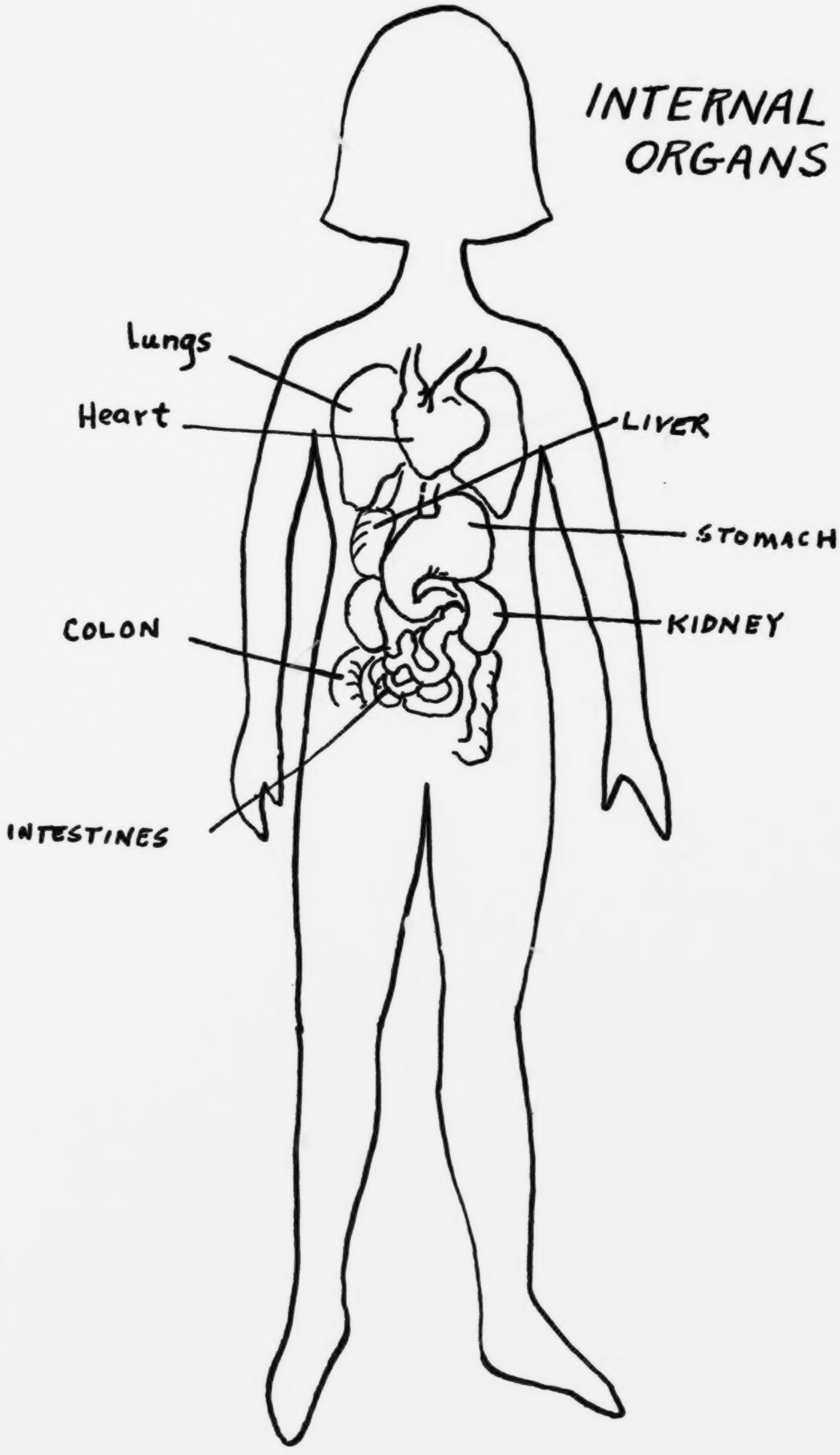
Entertainers

Marian Anderson
Harry Belafonte
Bill Cosby
Dionne Warwick
Ella Fitzgerald
Mahalia Jackson
Leslie Uggams
Louis Armstrong
Diahanne Carroll
Sidney Poitier
Sammy Davis, Jr.
Dick Gregory
Leadbelly
Flip Wilson
Pearl Bailey
Nat King Cole
The Supremes
Duke Ellington
Lena Horne
Otis Redding

ALL PEOPLE HAVE A SKELETON

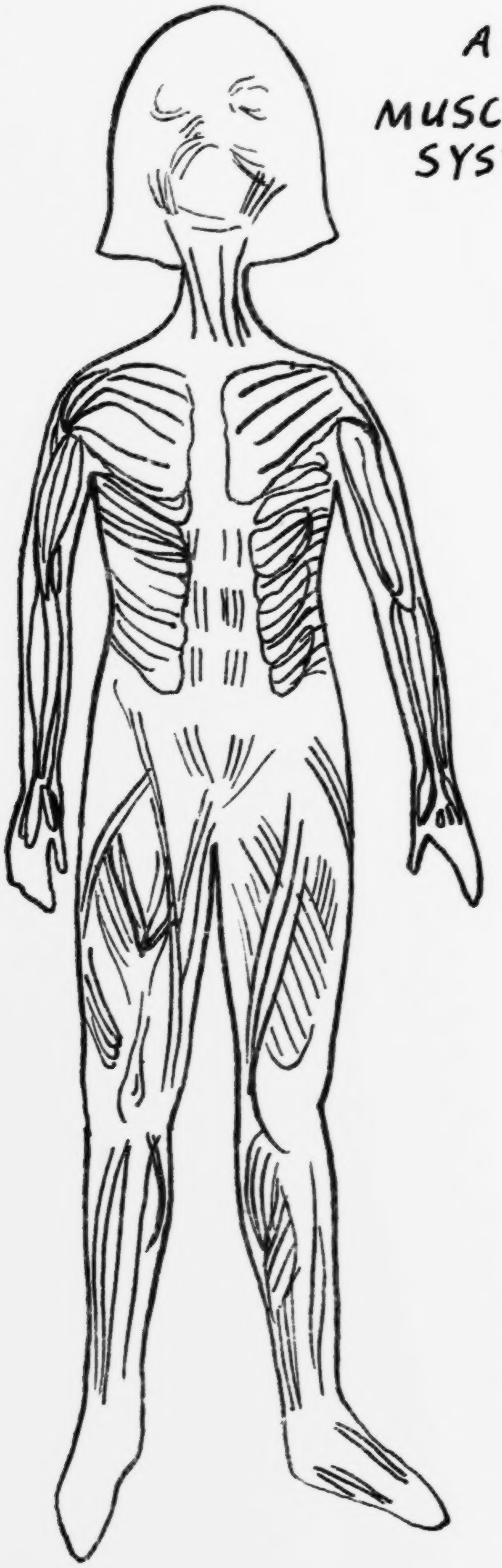


ALL PEOPLE HAVE INTERNAL ORGANS


Lungs
Heart
LIVER
STOMACH
KIDNEY
COLON
INTESTINES

ALL PEOPLE HAVE

A MUSCULAR SYSTEM



C. LESSON PLANS

1. LEARNING ABOUT HEREDITY AND ENVIRONMENT
2. EXPLORING LIKES AND DISLIKES
3. ASSESSING PUPIL ATTITUDES
4. MAKING VALUE JUDGMENTS
5. LEARNING ABOUT PREJUDICE

LEARNING ABOUT HEREDITY AND ENVIRONMENT

Objectives:

1. To be able to distinguish between factors of heredity and environment.
2. To point out popular misconceptions in people's attitudes.
3. To encourage pupils to think problems or statements through before reaching general conclusions.

Materials:

Page of statements to be discussed with class.

Procedures:

1. Give a few examples on the blackboard of the types of statements to be found on the worksheet to the class.
2. Read a statement to the class and then open it up for discussion by saying:
   Example: *"What do you think about that?"*
   "Do you agree or disagree with what it says here?"
3. Hand out mimeographed sheets.
4. Go over each statement orally with class and have them discuss their opinions.
5. Emphasize the fact that there is no clear right or wrong to any of the statements.

Evaluation:

1. Can the students determine which factors are results of heredity and those that are largely dependent upon environment?
2. Are the students aware of how people sometimes get misconceptions or mistaken ideas about things?
3. Do the students show some evidence of thinking statements through before reaching decisions?

WORKSHEET

Learning About Heredity and Environment

1. Mr. and Mrs. Allen both have brown hair and brown eyes. Their parents on both sides had this coloring also. If Mr. and Mrs. Allen had children, their children would probably have this coloring also.
2. Some Mexicans used to try to get into the United States illegally by swimming across the Rio Grande River into Texas. These Mexicans were called wet-backs. All Mexicans living in the United States are wet-backs.
3. John's grandfather was a star quarterback on a professional football team. His father was the star of his high school football team. John is bound to be a good football player.
4. Mrs. James was the junior high school history teacher. She taught Tom Adams two years ago and he was a troublemaker. Last year she taught Jane Adams, Tom's sister, and she was also a troublemaker. Next year she will have Bob Adams and she is sure he too will be a troublemaker. Is Mrs. James right?
5. Mr. and Mrs. Chen are Chinese. Their daughter will have straight black hair and eyes that look as though they are slanted.
6. The people who come from Northern New England have the reputation of being thrifty, a bit unfriendly and stuffy. Alice comes from Maine, so she must be thrifty and unfriendly.
7. Mr. Carter was good in arithmetic and poor in reading when he was going to school. Mrs. Carter was poor in arithmetic and good in reading. Mark Carter is very much like his father. In school he will do well in arithmetic and poorly in reading.
8. Mr. and Mrs. Carson have three children. They have three boys named Mark, Allen, and David. Now Mrs. Carson is expecting her fourth child and she is sure this child will be a boy also. Is Mrs. Carson right?
9. Betty comes from a family of musicians. Her mother plays the piano and the harp; her father plays the trumpet and clarinet; her little brother plays the drums. Betty is sure to be a good musician.
10. Mrs. Hanson had polio as a child. She has to walk on crutches now because one of her legs is much shorter than the other. Mrs. Hanson is afraid to have children of her own because she is sure they will be born with one short leg.
11. Billy Jones is Black. He lives in a three room apartment with his mother, father, eight brothers and sisters. The windows are broken and the furniture is old and run down. There are always lots of toys and clutter on the floor. All Blacks are dirty and sloppy.

EXPLORING LIKES AND DISLIKES

Objective:

To encourage the children to examine their own likes and dislikes, and their reasons for the same.

Materials:

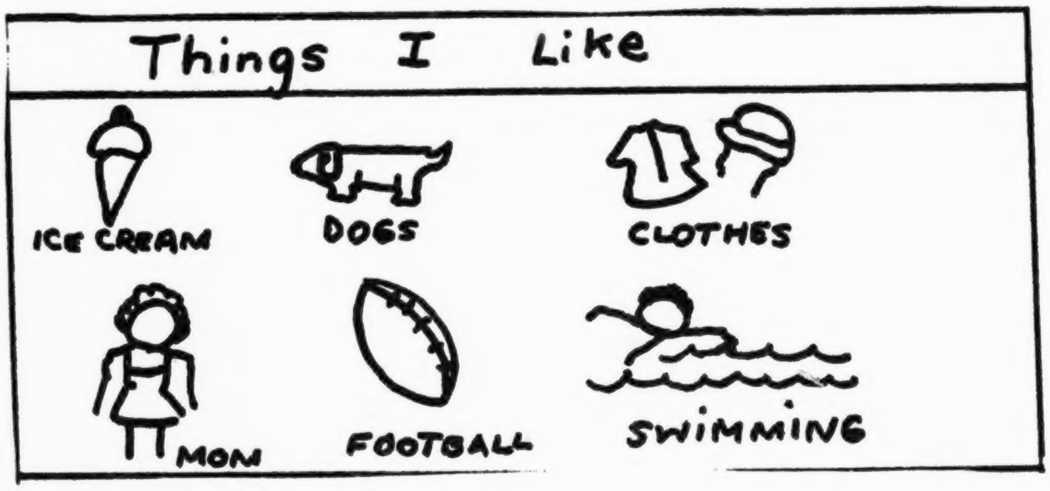
A collection of pictures that might elicit an emotional positive or negative response from pupils. These pictures can be gathered from magazines, newspapers, calendars and travel posters.

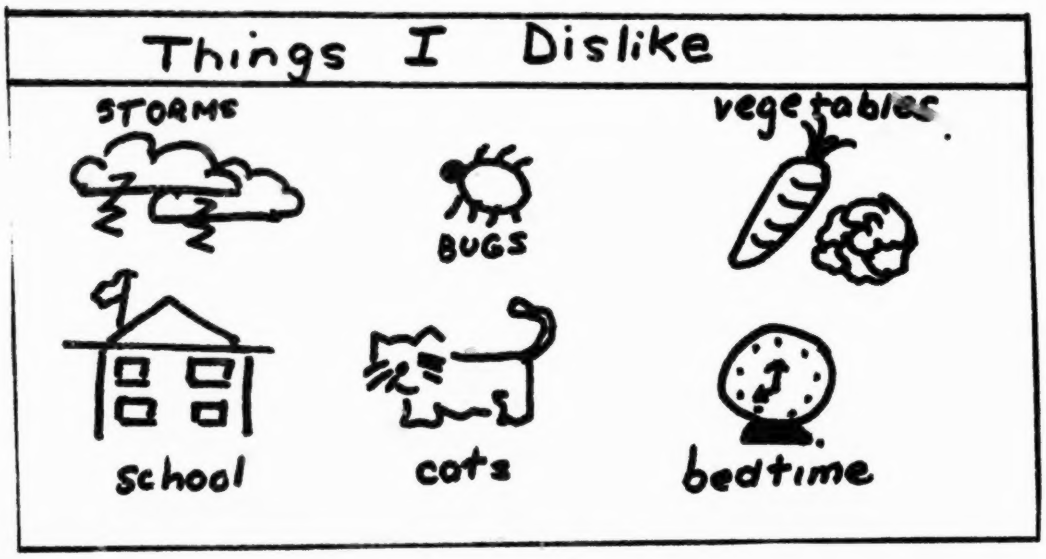
Examples:
a south sea island
a starving child
a street fight
a mother cuddling her child
a wounded soldier
children on a playground
a flood or tornado scene
a wedding
a slum tenement
baby animals
animals devouring prey
a football game

Procedures:

1. Ask pupils to discuss some special things that they like or dislike.
2. Show pictures or posters to the class and have them tell about how the picture makes them feel.
3. Encourage lots of class discussion, especially about differences of opinion.
4. As a class project, have the students work on an experience chart stating their likes and dislikes. If they prefer, the students can make and illustrate individual charts with the teacher's help.

   Example: *Magazine pictures can be used for cutting and pasting*




Things I Dislike
STORMS
vegetables
BUGS
school
cats
bedtime

5. Encourage pupils to discuss individual differences in their feelings.
6. Use pupil-illustrated charts for wall and bulletin board display.

Evaluation:

1. Can the pupils recognize their likes and dislikes and know the reasons for their feelings?
2. Do they respect other peoples' feelings and individual differences of opinion?
3. Follow-up: Have pupils cut out and bring in pictures that they can show their classmates for a like and dislike response.

ASSESSING PUPIL ATTITUDES

Objectives:

1. To determine if students can recognize their personal feelings towards other people as determined by the inventory sheet.
2. To give students the opportunity to explain their feelings and reasons for feeling as they do by using the worksheet as a device for eliciting responses.

Materials:

Attitude Inventory Sheets

Procedures:

1. For motivation, read children a short story or give a verbal example of a social situation.
2. Ask students to make some value judgments concerning specific questions or situations.
3. Hand out Attitude Inventory Sheets and do them jointly with class.
4. Go over completed questionnaires with students and have them discuss and defend their viewpoints.
5. Follow up activity might be a class debate on a certain issue, dramatization, or creative writing activity.
6. Have pupils make up hypothetical situations to which the class will respond.

Evaluation:

1. Are the pupils able to answer questions with regard to honesty rather than social adaptability?
2. Can the pupils recognize their own feelings and prejudices?
3. Can the pupils use logic to defend or gain some insight into their feelings?

Attitude Inventory Sheet

Part I Answer these questions yes or no.

1. If people tried, they could probably get along with each other.

Yes No

2. Skin color makes some people better than others.

Yes No

3. People who have different skin colors have different blood.

Yes No

4. All people need food and air in order to stay alive.

Yes No

5. People who cannot speak English must be dumb.

Yes No

6. Black people have a smaller brain than white people.

Yes No

7. People look the way they do because God is punishing or rewarding them.

Yes No

8. The best way to handle people who cannot get along is to separate them.

Yes No

9. The Chinese and Japanese people have skin that looks yellow because they are sick.

Yes No

10. It would be interesting to find out about other peoples' religions and beliefs.

Yes No

11. Never buy things at a store owned by a Jewish person or you will be cheated.

Yes No

12. The Indians are the only true Americans. All the rest of us were foreigners at one time.

Yes No

13. We should not let people from other countries into the United States because they might take our jobs away.

Yes No

14. People who wear ragged clothes or look dirty come from bad families.

Yes No

15. Most Chinese, Japanese, Jewish, and Black people live in large cities.

Yes No

16. All white people hate and fear black people.

Yes No

17. People have a right to be mad when their race or religion keeps them from getting a good home or job.

Yes No

18. All people have the right to receive a good education.

Yes No

19. The Chinese are all Communists who want to take over the world.

Yes No

20. It is all right to hire Mexican or Puerto Rican workers for less money than you would pay a white person.

Yes No

21. We should make friends and like all people.

Yes No

22. If a black man and a white man apply for a job, the job should be given to the one who would do the best work.

Yes No

23. It is all right to make fun of someone who speaks, dresses, or acts differently than we do.

Yes No

24. It is none of our business to think or care about the way other people live.

Yes No

25. We should try to understand why people look, think and act the way they do.

Yes No

Part II Circle the A if you agree with the statement.
Circle the D if you disagree with the statement.

1. A black man and a white man were in a boxing match.
   The black man will win because Blacks are stronger than whites. A D
   If the white man wins, the referee was prejudiced against Blacks. A D
   The best fighter should win the match. A D
2. A Jewish family moved into an all-Christian neighborhood.
   The Jews had a right to move into the neighborhood. A D
   The people already living in the neighborhood have a right to keep the Jews out. A D
   A city should be planned so each race could live in their own specified neighborhood. A D
3. A Mexican boy went to a school dance with some friends from his class.
   School dances should be for everyone who goes to school. A D
   The Mexican boy should be allowed to dance with white girls. A D
   Only boys and girls of the same race should go to parties or dances together. A D
4. An Italian and Polish gang of boys were always fighting with one another.
   Foreigners cause more trouble than native-born Americans. A D
   All Italians have hot tempers and are always getting into trouble. A D
   Most Italians and Polish people get along fine. A D

5. A Chinese girl was chosen to be treasurer of her junior high school class.

   A Chinese girl would make as good of a class treasurer as a white girl. A D

   The Chinese girl was chosen because her classmates felt sorry for her since she was different. A D

   The Chinese are dishonest and this girl should not be trusted with class money. A D

6. A Puerto Rican man and his wife went into a restaurant.

   The owner should seat the Puerto Ricans in the rear so they will not be seen by other customers. A D

   A public restaurant should serve all customers, turn by turn, regardless of race, religion, or color. A D

   People are looking for trouble when they go to places where they are not wanted. A D

7. A crippled girl went to a public school for the first time.

   People who are handicapped should not go to a regular school. A D

   It would be fair if the teacher seated the crippled girl right next to you. A D

   People become crippled because they have dirty thoughts and are being punished by God. A D

8. Indians always seem to be the villians in Western movies.

   It is wrong to always show Indians as being the bad guys. A D

   Indians are more ruthless and wild than other people. A D

   The Indians of the early West probably had good reasons for hating white men. A D

9. Jim Smith, a Black boy, lives in a run-down apartment where his family of seven share two small rooms.

   Black families like to crowd lots of people into small apartments. A D

   It is probably not the fault of the Black family that they live this way. A D

   Black people should not be allowed to move into nice neighborhoods because they do not know how to take care of nice things. A D

10. A child from an Arkansas mountain family moved into Iowa. The girl was 14 and was put into the fifth grade.

    Some mountain children do not get a chance to go to good schools and receive a good education. A D

    Hillbilly children are always dumber than other boys and girls their age. A D

    It is good to put the girl in a lower grade so she can do the work. A D

11. Mary Ellen invited her best friend, Linda Gross, to her private club which does not allow Jews.

    Mary Ellen did the right thing because no one would know Linda was Jewish. A D

    Private clubs have a right to keep certain people from becoming members. A D

    Linda should accept Mary Ellen's invitation even though she knows Jews are not allowed. A D

12. Tom, who was the captain of the baseball team, did not want John on the team even though he was a good ball player. John's father is the foreman of a local factory and had laid-off Tom's father the week before.

    John was to blame for what happened between the two fathers. A D

    If this happened to your father, you might feel like Tom does. A D

    You should pick the best players when you choose members of a baseball team. A D

13. Mrs. Adams, a fourth grade teacher, seated her pupils in pairs. She put the two Black girls next to each other and the Chinese boy and girl next to each other.

    Seating these students next to each other would make them feel more comfortable. A D

    Children of different races should be kept separated in a public school classroom. A D

    Mrs. Adams called attention to the racial differences by her actions. A D

14. Mr. Barker is black and his wife is white. Their son, Danny, had light brown skin and Negroid features.

    Danny was a mulatto, which means part black and part white. A D

    Danny is sure to be better and smarter than any dark-skinned Negro. A D

    Because Danny has a mixed racial background, he should not be accepted by either the whites or blacks. A D

15. At a girls' school Beth was put into a room with Marissa, a Filipino girl. The girls will be roommates all year long.

    Beth should be angry about having to room with a Filipino. A D

    The two girls might become good friends if they get to know each other. A D

    People should choose their friends only from members of their own race. A D

MAKING VALUE JUDGMENTS

Objectives:

1. To encourage critical thinking.
2. To attempt to have children distinguish between valid and invalid criteria for making value judgments.

Materials:

1. Motivating story as introductory device.
2. Worksheet of fair and unfair similar situations placed side by side.

Procedures:

1. Read a story. As an example: Tell about a boys club that will not allow girls to join or visit; or about a girl who did not want her younger sister tagging along 'at playtime.
2. Talk about the fairness and/or unfairness of these situations.
3. Hand out worksheets to each member of the class.
4. Examples can be read, demonstrated and then discussed.
5. Have a pupil discussion of topics via dramatizations, debates, puppet shows, or tape recording incidents.
6. Summarize: Criteria for actions as being fair and/or unfair.

Evaluation:

1. Do the pupils show good judgment and thinking in their pro-con attitudes concerning these specific situations?
2. Can they distinguish between valid and invalid criteria for making value judgments?

WORKSHEET

Fair--Unfair

1. a. The boys will not allow the girls into their clubhouse.
   b. The country club in Rosemont will not allow Jews to become members.
2. a. Mr. Wilson, who is Black, got a ticket for going 60 mph in a 50 mph speed zone.
   b. Judge Adams was going 60 mph in a 50 mph zone but since he was the town judge he did not get a ticket.
3. a. Allen was not allowed to go swimming in the municipal pool because he failed to pay the fee to get an admission pass.
   b. Raoul was not allowed into the municipal swimming pool because he was Mexican.
4. a. Mrs. Thompson knew Cho was a good student when he wrote a perfect test paper.
   b. Mrs. Thompson assumed that Cho would be a good student because all Chinese people are smart.
5. a. Ann did not want to be friendly with Alice because Alice was from Puerto Rico.
   b. Ann did not want to be friendly to Alice because she did not like Alice's personality.
6. a. Mr. Brooks, the landlord, was unable to rent an apartment to the Spanish family because he had none available.
   b. The Spanish family could not find an apartment because people did not like to rent to Spaniards.
7. a. After careful examination of all the evidence, the court found the Black man guilty of robbery charges.
   b. The court said the man was guilty of the robbery charge because he was Black.
8. a. Jane was offered the job of secretary because she was Cuban and the firm needed the status of being an Equal Opportunity Employer company (tokenism).
   b. Jane was offered the job of secretary because she was the most qualified girl who applied.
9. a. Since Tom was a poor speller he was always one of the last picked for the spelling bee.
   b. Because Tom was such a poor student in school, the boys were ashamed to have him play on their team.
10. a. Beverly was physically handicapped, so the girls did not ask her to play jump rope while they played.
    b. Beverly was physically handicapped so the girls let her turn the jump rope while they played.

LEARNING ABOUT PREJUDICE

Objective:

To have pupils interpret specific situations in order to find out how people learn prejudice.

Materials:

1. Situation worksheets to be read to and discussed with class.
2. Any props that might be needed for role-playing.

Procedures:

1. Present situation to class that demonstrates some type of personal prejudice.
2. Have the pupils interpret how and why the person involved learned this particular prejudice.

   Example: *from friends or parents*
   from their own experiences
   because they were unhappy or afraid
   by treating things or people as groups
   from believing rumors or gossip
3. Talk about these feelings or prejudices as being fair-unfair.
4. Have the pupils talk about things that happened to them, in their own lives, to make them feel a certain way about people or things.

Evaluation:

1. How effectively can the students interpret the learning of prejudice from each given situation.
2. Can they relate what they have been discussing to events occuring in their own lives?

WORKSHEET

Learning About Prejudice

1. Mark loved pizza but everytime he ate it he got a terrible stomach ache, time after time. Soon Mark learned not to eat pizza, for he knew it would make him sick. (Experience)
2. Mr. Parsons was driving down the freeway. He almost forgot to turn off when he came to his exit and quickly pulled over to the right lane, without giving the proper signal, so he could get on the exit ramp. A policeman saw what had happened. He stopped Mr. Parson's car and gave him a ticket for failing to make the proper signal. Mr. Parson distrusts policemen now because he thinks they are all out to get him. (Treating people as groups)
3. Jane was the middle child in a family of three girls. She was not as smart or pretty as her older sister. Feeling that her parents did not like her, she resented the fact that they paid so much attention to her baby sister. She felt sad and lonely much of the time; even in school she did not have many friends and felt no one really liked her. Each day during the play period, Jane would hang around the younger children. She would tease them and call them babies. Often she would take their toys and interrupt their games. It seemed like she just hated all little children. (She was fearful and unhappy herself)
4. Mr. Johnson worked in the steel factory. He heard that the government was forcing the management to hire a lot of Black workers and they were going to layoff many of the old-timers. He began having some bad feelings about Blacks because they were going to force him out of his job. (Believing rumors)
5. Tony had just moved into a new neighborhood. In his old neighborhood he had gotten along with everyone. Here in his new neighborhood, he soon learned that the Italians and Jews had formed street gangs and were always having fights and gang wars. Tony did not know anyone in this neighborhood and he wanted to make friends and be "one of the boys." Since he was Italian, Tony soon joined one of the street gangs and began fighting with the Jewish boys. (Learning from friends)
6. Maria was a Mexican girl. Her family moved to California because her father received a good job managing a large farm in California. When Maria's family arrived on the farm, she and her brother Ramon waited inside the car while her mother and father went inside the house to talk to the owner and his wife about the job. As Maria waited, the owner's daughter walked by the car, looked in at Maria and Ramon, said "Little Wetbacks" and then walked on. Maria's feelings were hurt. Now she knew that all Americans hated Mexicans. (Treating people as groups)
7. David was bitten by a dog when he was a small boy. He used to walk down the street and play with, or pet, every dog that he passed. Now David is a little fearful of strange dogs. He does not stop to pet or play with dogs unless he is familiar with them. (Learning by experience)

8. Elizabeth wanted the lead in the school play very badly. She went to a large meeting where Mrs. Evans, the dramatic teacher, had about five girls read for the same part. Elizabeth thought she did a good job for her try-out. As she listened to the other girls, she could tell that everyone was doing a good job. Karen Adams was the one finally chosen to play the lead and Elizabeth was very disappointed. She told everyone that Mrs. Evans chose Karen because she came from a poor family and Mrs. Evans felt sorry for her. She said that the auditions were unfair and it was Mrs. Evans' fault that she did not get the part. (Finding a scapegoat for our own faults)

9. Mrs. Anderson was having a meeting of her ladies club at her home. As a guest speaker she invited Mrs. Valdez, a Puerto Rican woman who recently moved into the neighborhood, to speak about life and customs in Puerto Rica. Mrs. Valdez gave an excellent talk and everyone enjoyed the meeting very much. After everyone went home, Mrs. Anderson counted her silverware and gave the house a quick check to make sure that nothing was missing. She had heard that Puerto Rican people take things that do not belong to them. (Prejudice from rumor)

10. Margaret was a fifteen year old freshman in high school. She was a pretty girl who had a lot of girlfriends; but Margaret would never go to school dances or parties. She said she could not stand boys and did not want to go to places where she would have to be friendly with them. Margaret did not have a father. He had left Margaret's mother and three small children when she was still a baby. Margaret's mother had always been very careful about telling her daughter how bad men were and how they could not be trusted. Margaret believed her mother and would have nothing to do with boys. (Learning about prejudice from parents)

D. ROLE-PLAYING

ROLE-PLAYING SITUATIONS

1. A black family is looking for an apartment. They see a sign that has VACANCY-APARTMENT FOR RENT. The father knocks on the landlord's door. What might happen?
2. Ellen is a physically handicapped child. She has just moved with her family into a new neighborhood. This is her first day at school.
3. Three boys are taking a bus trip in Southern California. The boys are Mike, Bob, and Antonio. Antonio is a boy from Italy who is spending his summer in the United States. He has dark hair and dark skin. When they stopped to eat at a restaurant, the manager walked over to their table, looked at Antonio and said, "Sorry, we don't serve Mexicans here."
4. Mrs. James and Mrs. Stein are talking on the telephone. Mrs. Stein called Mrs. James because of an incident that happened when their children were playing together. Mrs. Stein brought out a plate of cookies for the children. Mrs. James' son, Tommy, said he could not have one. His mother told him not to eat any food at the Stein's house because Jews were dirty people and their food would make him sick.
5. Cathy comes home and tells her mother she has been invited to a party. The party is over on the north side of town and is being given by Ted Johnson. Ted is a Black boy who is one of Cathy's classmates.
6. Beverly and Ann were best friends. One weekend Beverly's family went away and so she stayed with Ann and her family. On Sunday morning Ann's family was getting ready to go to church. Beverly told Ann that she could not go to church with them because it would make her mother very mad if she found out about it.
7. Mr. Lopez, a Mexican-American, was in court on a charge of robbery. He was accused of, and pleaded guilty to, stealing some food from a local super market. The judge found out that Mr. Lopez had been in the country for six months and the only job he could find was picking fruit on a farm. Mr. Lopez was making 50¢ an hour and he had a family of six.
8. Betty and Carol were very good friends in school. One day Carol asked her mother if she could bring Betty home for lunch. Carol's mother said it wasn't a good idea and said she wished Carol would find someone else to be friendly with. She said everyone knew that Betty came from a "trashy" home and the whole family was no good. She did not like the idea of Carol being friendly with this girl.
9. Mr. Swiftarrow was an American Indian. He and his family had recently left the Indian reservation in Arizona because he was offered a good factory job in Phoenix. Mr. Swiftarrow went to see about schools for his children. He learned that Indian children were usually put into the worst classrooms in the oldest schools. People thought Indian children were dumb because the boys and girls coming from the reservation did not do as well on the tests as the white boys and girls.

10. Mrs. Tamari was a Japanese woman who came over from Japan to teach in a college. She rented a little house in a small mid-western town. The people seemed friendly enough, although some people stared at her because they had never seen a Japanese woman before. As she passed the butcher shop, she saw some nice fresh chickens in the window. When she went inside the butcher told her that those chickens had already been promised to someone and he did not have any more left. She left the shop, but later she saw him put more chickens in the window. Later in the week, Mrs. Tamari learned that the butcher's son was killed in a Japanese air raid during World War II.

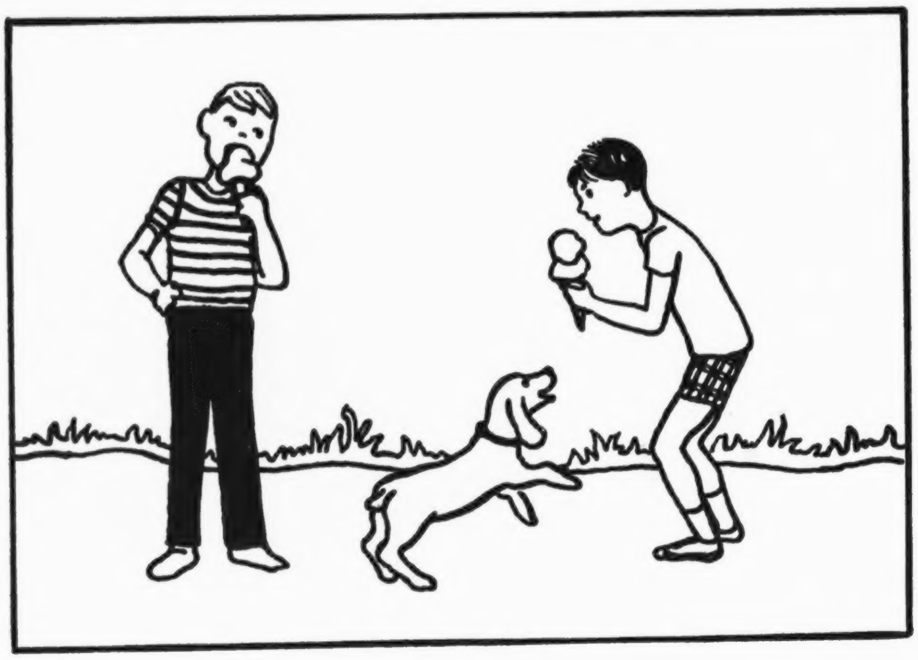
E. CURRENT SOCIAL PROBLEMS

1. THE WILD DOG
2. A PROBLEM WITH MOTHER
3. THE LONER
4. SASHU'S STRANGE WELCOME
5. BOY FROM THE OTHER SIDE OF TOWN
6. JUST LIKE ANYONE ELSE
7. THE STORY OF THE SCAPEGOAT

THE WILD DOG

Objectives:

1. To encourage students to reach logical conclusions.
2. To relate incidents in the story to human behavior.
3. To develop the ability to back up opinions with logical reasoning.



Joey and his friend, Mike, were walking down the street. They had just been to the store and each boy had a double dip ice cream cone in his hand.

As they walked, they saw Mrs. Peterson's brown cocker spaniel dog wandering down the street and they decided to have some fun with the dog. As they came to the dog, Joey held his ice cream cone in front of the dog's nose. Just as the dog tried to take a lick, Joey pulled the cone away. The boys thought this was very funny and laughed. They did the same thing again and again; each time the dog tried to lick the ice cream cone, they would pull it away.

By this time, the dog was getting very excited because he was hot and would have loved a lick of ice cream. One time, as the boys were playing this game, Mike did not move fast enough. As the dog jumped up to try to lick the cone, he accidently nipped Mike's finger and it began to bleed. When Mike realized what had happened, he began to cry and yell. He ran home to his mother, showed her his bleeding finger and explained that Mrs. Peterson's dog had bitten him.

Mike's mother was very angry when she heard this. She called Mrs. Peterson and scolded her. She told her that she was calling the police and having them pick up the wild dog.

Questions and Topics For Class Discussion:

1. How could the boys have kept out of trouble?
2. Why did the animal act the way it did?
3. Is it fair to tease for fun? Why?

4. What should Mike have told his mother?
5. Did Mike's mother do the right thing? Why?
6. Could Mike's mother have behaved in a better way? How?
7. What do you think the police will do to Mrs. Peterson's dog?
8. What should we remember about handling animals? Are people like animals in any of these ways? Why?
9. How would you act if someone teased you like they teased the dog?

Teacher-Pupil Activities:

1. Dramatization of the incident with pupils or puppets.
2. Have students work in teams to answer questions and then present their conclusions to the class.
3. Tape the students' responses to certain questions and then have the class discuss the responses or the alternative responses.
4. Have students' act out possible conversations between Mike and the policeman.
5. Make an experience chart of the ways we should handle animals. Relate some ideas to ways of handling people.
6. Class debate: 1 group defending dog's action
   1 group defending boys' actions

   Aim: Can we back up our beliefs with logical reasoning?

Evaluation:

1. Did the students think the story through and reach some logical conclusions?
2. Could the students relate what occured in this story to human responses within the realm of their own experiences?
3. Did the students see possible alternatives to cause-effect incidents related in the story?
4. Were the students able to see more than one point of view, regardless of their own personal feelings about the matter?
5. Could the students see degrees of "rightness" and "wrongness" in everyone's actions?

WORKSHEET

True or False: Be able to explain your answers

1. Mrs. Peterson should not have let her dog run free.

   True False

2. All cocker spaniels are dangerous dogs.

   True False

3. Joey and Mike were thoughtful to offer the dog some ice cream.

   True False

4. The boys were mean to tease the dog.

   True False

5. The dog did not mean to bite Mike.

   True False

6. Mike was a baby to cry and run home.

   True False

7. Mike told his mother the entire story.

   True False

8. Mike's mother had a reason to be upset.

   True False

9. Mrs. Peterson was not to blame for what happened.

   True False

10. Mike's mother thought before she acted.

    True False

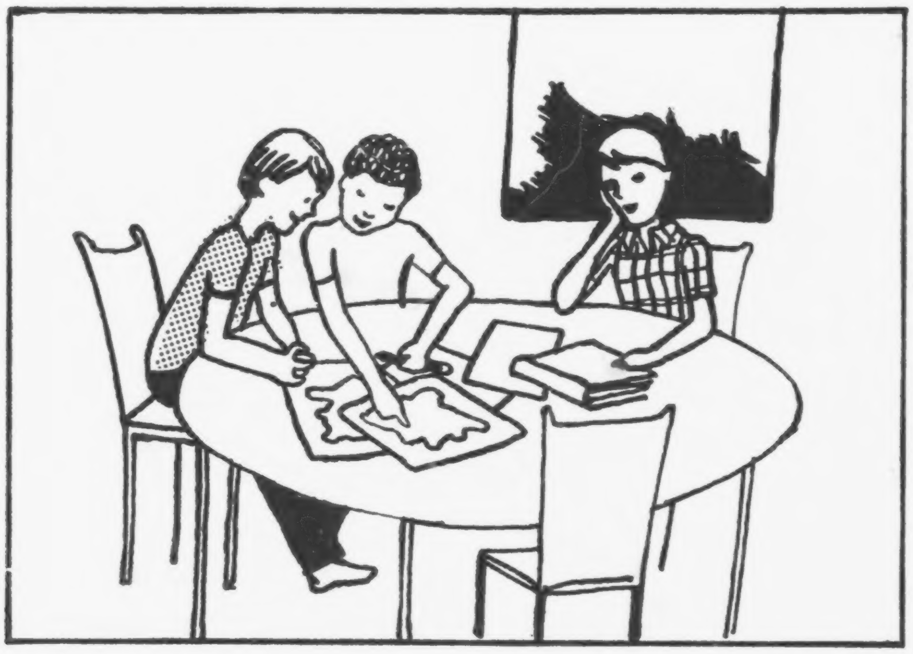
Multiple Choice:

1. The boys offered the dog ice cream because:
   a. they did not want their cones anymore.
   b. they thought it would be a funny game.
   c. they liked animals.
2. The dog nipped Mike's finger because:
   a. he was trying to get a lick of the ice cream.
   b. the dog was vicious and might have had rabies.
   c. he was angry at the boys for teasing him.
3. When Mike told his mother the story about what happened:
   a. he lied.
   b. he blamed Mrs. Peterson.
   c. he did not tell the entire truth.
4. Mike's mother called Mrs. Peterson because:
   a. she was angry about Mike's finger.
   b. she could not find the police number in the telephone book.
   c. Mike told his mother that what happened was Mrs. Peterson's fault.
5. The boys were at fault because:
   a. they approached a strange animal on the street.
   b. they teased an animal who could not reason.
   c. they did not tell Mike's mother they bought ice cream.

A PROBLEM WITH MOTHER

Objectives:

1. To illustrate how prejudice is learned.
2. To show the danger of sterotyping.
3. To encourage students to question values of others.
4. To encourage students in distinguishing fact from opinion.



Billy was a sixth grader at Roosevelt School and enjoyed going to school. He was good in sports, got good grades and seemed to get along with almost everyone.

One day in his history class, the teacher told the students that they were going to work on a project about the history of Iowa. She told the class that they would be placed in groups and that each group will be assigned a special job. Billy was in a group of three boys and would be working with Ted Malloy and John Hughs. Ted and Billy were next door neighbors. They had grown up together and had been friends all their lives. Occasionally their parents went to parties and meetings together. John was a black boy who lived on the west side of town. He was a good student and one of the best players on the school baseball team. Everyone in school liked John very much. The boys were assigned the task of studying and reporting on the Indian tribes that settled in Iowa. They were very excited about the project and could not wait to get started.

Billy went home and excitedly told his mother about his school assignment. When she heard that John was on Billy's team, she became quite angry. She said that the teacher was picking on Billy by making him work with "that" kind of a person. She said she learned all about those people from her mother; they were lazy, stupid and dishonest. Why once a "nigger" stole some cans of food from her mother's grocery store. She said that they were all alike and could not be trusted. She told Billy that his team is bound to do poorly on the project because Black people are dumb and always let other people do their share of the work. Billy's mother forbade him to work on the project with John and said she would call up Ted's mother and ask her to do the same. She told Billy to have Mrs. Parsons, his teacher, call her at home if she wanted to know why he could not do his history project.

Billy was so disappointed and confused that he didn't know what to do. He went outside, sat down on the porch steps and just threw a handful of pebbles, one by one, on the sidewalk.

Questions and Topics For Class Discussion:

1. What did Billy know about John Hughs?
2. Why do you think Billy's mother felt the way she did about Blacks?
3. Are there always things that are true about an entire group of people, i.e., stupid, smart, dishonest, sneaky, etc.? Why?
4. Is Billy's mother right in her feelings toward John and all Blacks? What could Billy say or do to try to change her mind?
5. Do you think Ted's mother will go along with Billy's mother and forbid the boys to work on the project?
6. Do you think Mrs. Parsons will be able to convince Billy's mother to let the boys work together? Why?
7. How would you feel and what would you do if you were in Billy's place?
8. What will the boys tell John if they are not allowed to work with him? How will this make John feel?

Teacher-Pupil Activities:

1. Have the students pick partners (mentally) that they would like to work with on a project. Without revealing any names, have them relate to the class the reasons why they selected the person/persons they did. These can be listed on the blackboard and discussed.
2. Talk about "sterotyping." Give students cue words and then list words they would use to describe the item (immediate response). Go over student responses with the entire class and discuss generalizations.

   Examples: *cat . . . . cuddly, sneaky, smart, mean.*
   monkey . . . . funny, smart, smelly, dangerous.
   teacher . . . . old, kind, grouchy, pretty.
   Japanese. . . dark haired, mean, smart, dishonest.

   Discuss if generalizations are ever valid in all situations.
3. Dramatize parts of the story and have the students role play.
4. Talk about some negative feelings toward Blacks. Point out contributions of Blacks to the American way of life in order to negate some misconceptions.
5. Arrange to have a visit from a prominent Black in the community. The students might want to discuss some experiences of prejudice and discrimination with him.
6. Films or stories related to the situation presented here.

Evaluation:

1. Do the students realize that prejudice is something we must learn?
2. Are students aware of the dangers of labeling all groups of people as being alike in respect to character and personality?
3. Can students question values and opinion of others and stand up for what they believe is right?
4. Are students able to distinguish the truth from personal opinions?
5. Can the students relate and discuss some of their own feelings using this story as an example?

WORKSHEET

Is it a fact or an opinion? Use the story to help you decide.

1. Billy was a sixth grader at Roosevelt School.
2. John Hughs was Black.
3. The teacher was picking on Billy.
4. A Black once stole some cans of food from Billy's grandmother's store.
5. All Blacks are lazy and dishonest.
6. Billy's mother really knew all about Blacks.
7. The boys were certain to do poorly on their project.
8. Billy's mother forbade him to work on the project.
9. Billy was unhappy and confused.
10. Mrs. Parsons, the teacher, wanted the boys to do poorly on their project.

Multiple Choice. Choose the best answer.

1. Mrs. Parsons grouped the three boys together because
    a. she wanted to be unfair to Billy and Ted.
    b. she thought the boys would enjoy working together on the project.
    c. she knew the boys would do poorly and wanted to punish them.
2. Billy felt kindly toward John because
    a. John seemed to be a good all-around kid.
    b. John was a Black and he felt sorry for him.
    c. John was the teacher's pet and Billy wanted to get in good with Mrs. Parsons.
3. Billy's mother was upset when she heard about the project because
    a. she didn't want Billy studying about Indians.
    b. she thought Mrs. Parsons was a poor teacher.
    c. John was a Black and he was on Billy's team.
4. Billy's mother felt the way she did about Blacks because
    a. her mother taught her that Blacks were lazy and dishonest.
    b. she had many bad experiences with Black children.
    c. Blacks are all stupid and lazy.

5. Mrs. Parsons probably grouped the boys together because
   a. she knew it would make Billy's mother mad and she wanted to teach her a lesson.
   b. she thought the boys would work well together and do a good job on the project.
   c. she liked Black children better than white children.

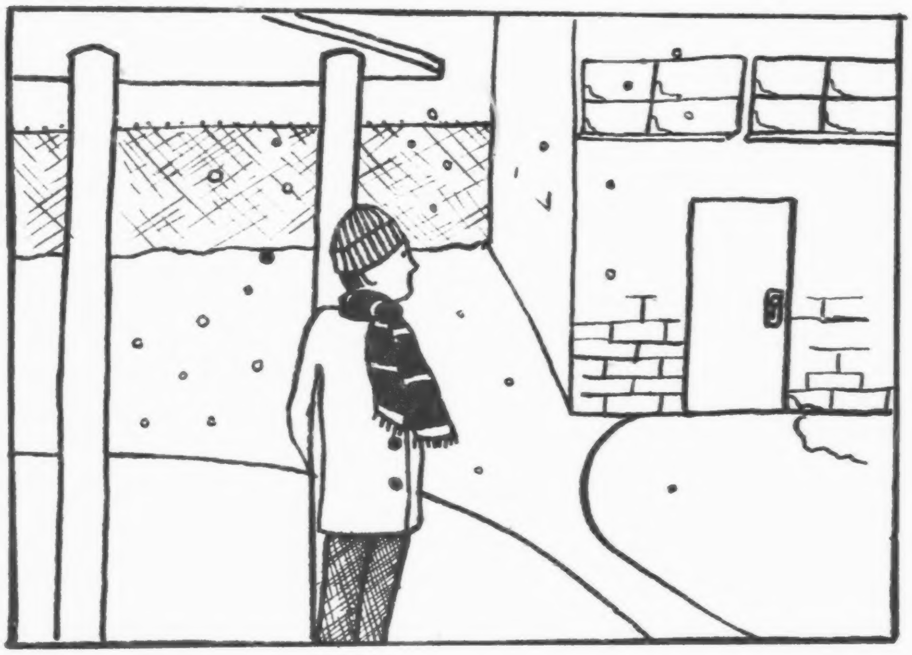
Circle all the words that might describe the person.

BILLY	fair mean white fun happy confused
JOHN	athletic lazy bright dishonest nice Black
MRS. PARSONS	teacher unfair fair mean old
BILLY'S MOTHER	nice unfair happy afraid mad

THE LONER

Objectives:

1. To enable students to develop an understanding of some of their intellectual strengths and weaknesses.
2. To encourage students to look for reasons for their behavior and the behavior of others.
3. To foster a sense of self-worth in students with poor self-concepts.



It was recess time at Twain School. All the seventh graders were busy playing in the snow making snowmen, or just talking and laughing with one another . . . all the seventh graders except Jack, that is. Jack always seemed to be alone. Before school, he just stood around by the gate waiting for the bell to ring. During school, he walked by himself while classes were changing. During playground, he walked around by himself or read his Popular Mechanics magazine. Jack seemed so unfriendly that all the other boys and girls either ignored him or kept out of his way.

Jack was not always this way. When he started school he was as friendly and full of fun as all of the other children. Soon Jack learned that school was not as much fun as he thought it would be. He could not seem to understand what the teachers were talking about. He did not learn to read or do his numbers until way after the other children and soon he was behind in all his work. The teachers got upset with Jack. They said he was lazy and did not try. They always put Jack in the slowest groups or with other boys and girls whom the teachers said were "troublemakers." Pretty soon Jack didn't try at all because he was afraid he might be wrong. Even when he knew the answers, he would never raise his hand.

As time passed, the other children began teasing and making fun of Jack. They knew the teachers did not like him so they thought it was all right for them to not like him also.

They began calling Jack "stupid," "dummy," or "retard." After awhile Jack didn't even try to fight back because he began to believe that what everyone said was true. People had hurt his feelings so many times that Jack stopped trying to make friends. Jack thought that if he shows them he doesn't like them they won't have the chance to tease or make fun of him. He would rather be alone than have his feelings hurt.

All of a sudden the bell rang and it was time to go inside. The children were glad because it was 10 above zero and starting to snow again. As they lined up to go inside, Mrs. Pennington tried to open the door. She pushed and pulled, but the door wouldn't budge. It seemed to be frozen shut. Mr. Ames, the custodian, saw what was happening from the inside. He pushed and pulled also but the door wouldn't move an inch. The children were getting colder and colder and the snow began to fall harder and harder.

Jack stood back and watched what was happening with great interest. He had probably read every Popular Mechanics magazine that had ever been put out. He knew more about mechanics and machinery than his father, who was an engineer. Jack knew that he could probably take the lock apart and fix the door in no time flat but he just stood back and watched. He was afraid that everyone would laugh and make fun of him if he tried to fix the door. Finally, after a half hour of trying to open the door all the students were dismissed and told to go home.

Teacher-Pupil Activities:

1. What reasons can you think of to explain Jack's unfriendly behavior?
2. Have you ever felt the way Jack felt in school? What did you do to try to make things better?
3. Why did the teacher(s) in this story make things even harder for Jack?
4. Was it a good idea for Jack to stop trying to make friends?
5. Have people ever hurt your feelings the way they were hurting Jack's feelings? What did you do to help solve your problems?
6. Was Jack really stupid in all ways or were there certain things that he could do very well? Is the same true about most people?
7. Was Jack to blame in certain ways for his loneliness and unhappiness?
8. How might Jack have won some friends and changed people's opinions?
9. What would be some good points to remember about our actions toward people who are
   physically handicapped
   mentally handicapped
   members of minority groups
   from poorer family groups?
10. Is it too late for Jack to change the way he acts? Why?

WORKSHEET

True - False Questions.

1. Jack liked to be alone and without friends.

   True False

2. People stayed away from Jack because he seemed unfriendly.

   True False

3. Jack was quiet and unfriendly from the time he was born.

   True False

4. School was difficult for Jack because he could not understand the teachers and the subjects.

   True False

5. Jack was lazy and did not try in school.

   True False

6. Jack did not care what the other children said about him or else he would have tried to fight back.

   True False

7. Jack stopped trying to make friends because he could not find anyone he liked.

   True False

8. Although no one knew it, Jack was very good with mechanics and mechanical things.

   True False

9. Jack did not try to fix the lock because he was afraid people would laugh at him.

   True False

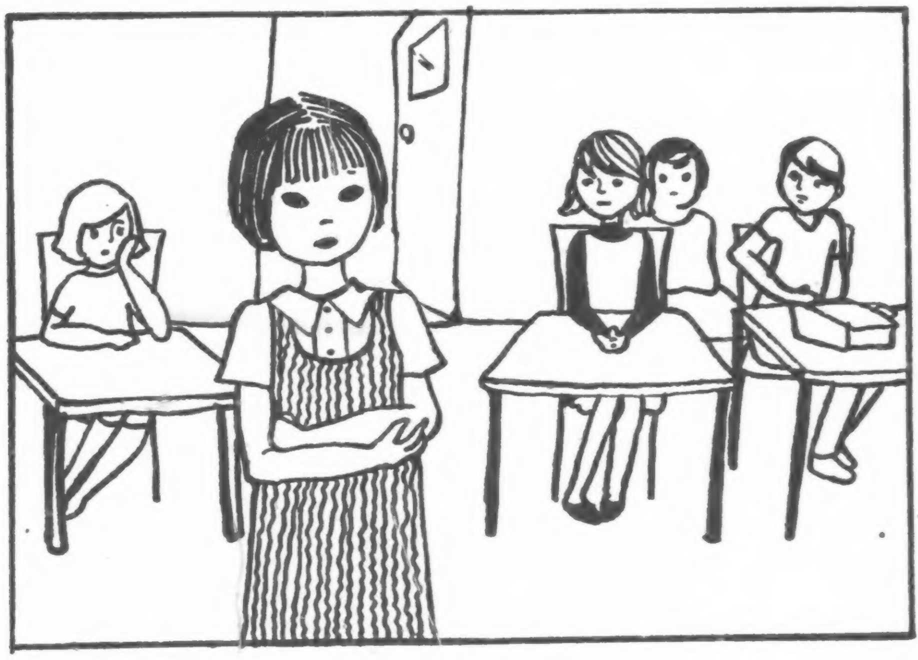
All of the statements below are wrong. Can you explain why they are wrong?

1. Jack was born unfriendly and would never have any friends.
2. All people who read *Popular Mechanics* magazines are good with their hands.
3. The teachers tried everything they could to help Jack.
4. When someone cannot do school work well it means they cannot do anything well.
5. It was all right for the other students to call Jack names because he really was retarded.
6. It was a good idea for Jack to give up on making friends.
7. The students were sure to laugh at Jack if he tried to open the door.
8. The best way to keep people from making fun of you is to do nothing.

SASHU'S STRANGE WELCOME

Objectives:

1. To help the students distinguish between genuine and token acceptance.
2. To encourage students to accept or reject people on their own merits rather than on the basis of race or religion.
3. To try to foster "social sensitivity" in both teachers and students.



The boys and girls at Twain School were in for a pleasant surprise. A Japanese girl was going to be in their class. Mrs. Thompson, their teacher, knew for a month that Sashu would be a new pupil in her class, but she didn't say anything to the students, as she wanted it to be a big surprise.

Sashu arrived at school with her mother and was quite bashful and shy. Some of the children stared at her because they had never seen a Japanese child before. Her straight shiny black hair and slanted-looking eyes were strange to them.

After Sashu's mother left, Mrs. Thompson introduced Sashu to the class. She told them that they must all be nice and kind to her or else Sashu might think that Americans had ill feelings against the Japanese. She told the class that they must not think about World War II and the Japanese attack on Pearl Harbor. The war was over and should be forgotten.

Mrs. Thompson thought it might be nice if Sashu told the class something about Japan and the Japanese people. She asked Sashu to come up in front of the class. Sashu felt strange and embarrassed and she did not know what to say. She said she did not know much about Japan because she was born in California and had never been to Japan. The children in the class seemed quite surprised. They were amazed that Sashu could speak English just like they do.

Mrs. Thompson sat Sashu right next to her desk in front of the room. As she was afraid some of the children might be unkind to her at lunch time, Mrs. Thompson chose two girls to sit next to Sashu. Before lunch dismissed, Mrs. Thompson told the children to be sure to include Sashu in their playground games, whether they wanted to or not, because otherwise she would feel that they did not like her.

The next day Sashu's mother called to say that Sashu did not want to come to school and to find out if something happened to make her daughter feel that way. Mrs. Thompson could not understand this at all. She thought everything had turned out so well for Sashu yesterday. She just could not imagine what would make the little girl afraid of coming to school. What do you think?

Questions and Topics For Class Discussion:

1. Should Mrs. Thompson have kept Sashu's arrival a surprise? Why?
2. What do you think about the way Mrs. Thompson introduced Sashu to the class?
3. How would you have felt if you were Sashu coming into this new class?
4. Is Sashu any more or less American than the other students?
5. Do you think Mrs. Thompson had a good reason for seating Sashu near her desk?
6. Was Mrs. Thompson helping the students to like and accept Sashu by forcing them to eat and play with her?
7. Do you understand why Sashu did not want to come to school the next day?
8. What do you think Mrs. Thompson might have done to make Sashu feel more comfortable?
9. Was Mrs. Thompson a good teacher? Why?
10. Was Mrs. Thompson a mean or cruel teacher? Why?
11. How do you think Mrs. Thompson felt about Japanese people?
12. Are teachers ever allowed to be wrong? Why?

Evaluation:

1. Can students distinguish between token and genuine acceptance of someone?
2. Do the students see the value of accepting people for themselves?
3. Are students and teachers aware of their personal feelings; the feelings of others; and how to handle both effectively?

WORKSHEET

True or False.

1. The boys and girls were prepared for Sashu coming into their class.

   True False

2. All Japanese people are bashful and shy.

   True False

3. Japanese people usually have straight black hair and slanted looking eyes.

   True False

4. Mrs. Thompson was wise in mentioning World War II to the class.
True False

5. Sashu must have been stupid because she did not know anything about Japan.
True False

6. Sashu was an American citizen.
True False

7. Mrs. Thompson should not have called Sashu up to the front of the class.
True False

8. It was a good idea to tell the children to play with Sashu on the playground.
True False

9. Sashu was afraid of coming to school because she did not like the other children.
True False

10. Mrs. Thompson probably thought she was being a good teacher.
True False

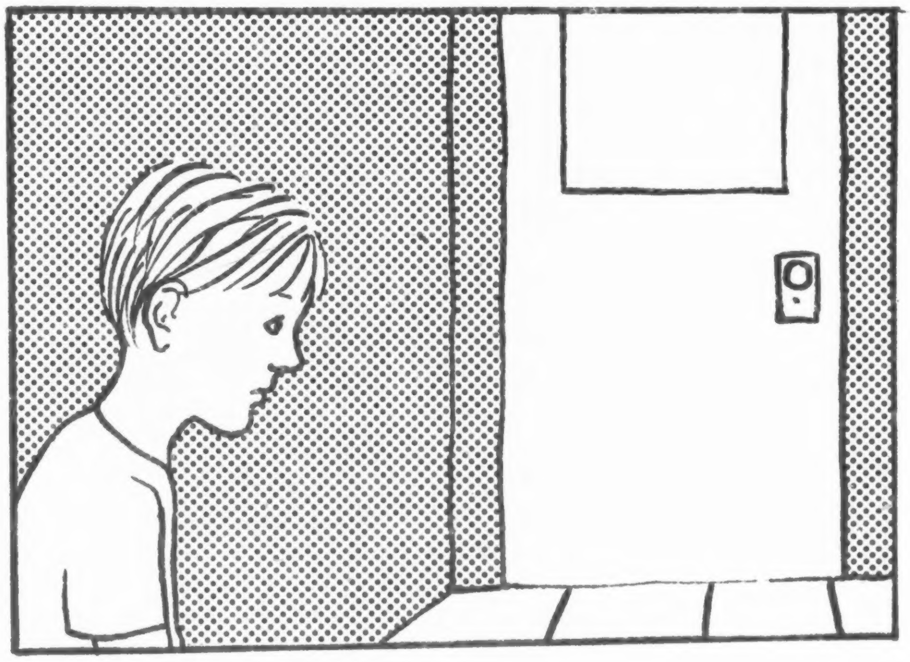
Circle the Best Answer.

1. Sashu is
   - a Japanese girl.
   - a Japanese-American girl.
   - a communist.
2. The students should
   - treat Sashu like they would anyone else.
   - forget that Sashu is Japanese.
   - hate Sashu because of World War II.
3. Mrs. Thompson
   - tried to be mean to Sashu.
   - thinks all Japanese are sneaky.
   - thought she was being a good teacher.
4. Sashu felt uncomfortable because
   - she did not want to be treated in a special way.
   - all Japanese are shy and quiet.
   - she looked different from the other children.
5. People are
   - always suspicious of strangers.
   - usually unkind to each other.
   - alike in more ways than they are different.

BOY FROM THE OTHER SIDE OF TOWN

Objectives:

1. To illustrate how hate and prejudice are often an outgrowth of personal frustrations and insecurities.
2. To show how we sometimes use other people and their weaknesses as an outlet for our frustrations.



Paul sat outside the principal's office. He was twirling a rubber band around his fingers and swaying his legs back and forth against the rim of the large wooden chair. This was nothing new for Paul. He had been sent to the principal's office many times before. Sometimes he was sent for starting fights on the playground; for sassing the teacher; or for calling other children nasty names. He often had to be reported for playing hooky or for falling asleep in class. This time the charge was more serious than before. Paul's teacher, Mrs. Nelson, discovered that five dollars was missing from her purse. While the class was out for recess, she quickly checked the children's desk.

There, right inside the top of Paul's desk she saw a book left open with a five dollar bill stuck in between the pages.

Mrs. Nelson was not at all shocked. She knew Paul was a troublemaker and a bad kid. Even before she had him in her class, she often heard the other teachers talking about Paul and his family.

Paul was the third child in a family of seven children. The father was responsible for loading trucks and worked from 4:00 A.M. to 1:00 P.M. and was asleep when the children came home from school. The children knew they had to be quiet during the afternoons or they would "catch it" from Dad. Paul's father was not pleased with his job. He felt the money was bad and the boss had it "in" for him. When he got home he was always tired and angry and seemed to take it out on his wife and children. They had heard from some of the neighbors that Paul's father drank too much and spent most of his income on liquor.

Paul's mother was a small, thin woman. She was in her early 30's but looked 40 or 50 years old. The money that Paul's father made was not enough to keep the family well fed and clothed, as well as pay the bills. Paul's mother had to work also. She was a waitress in a cocktail lounge and worked from 3:00 P.M to 11:00 P.M. every day. She was just leaving when the children came hom from school and left their dinner, usually sandwiches, cookies and milk in the refrigerator. The family never ate dinner together. Each one would grab some food whenever they felt hungry.

Since the parents were either working or sleeping, the children seemed to come and go as they pleased. They never had to tell their parents where they were going or when they would be home. When the children got into trouble at school, the parents were either too tired or too busy to come in and talk to the teachers. Paul's father often told the children that if they got into trouble by themselves, they would have to get out of trouble by themselves also. He called the teachers a bunch of busybodies and told his children to hurry and finish school so they could go out and earn some money to help the family.

Just then the door to the principal's office opened. The principal just stood there and didn't say a word; he didn't have to. Paul got up, dropped the rubber band in the ashtray and walked into the office.

Questions and Topics For Class Discussion.

1. How do you think Paul felt about being sent down to the Principal's office?
2. Did Mrs. Nelson choose a good way to find out who took the money?
3. If Paul did take the five dollars, why would he leave it in an open book on top of his desk?
4. Instead of gossiping about Paul's family, what might the neighbors and teachers have done to help?
5. Do you think mothers should work?
6. How would you feel if you were allowed to come and go as you pleased?
7. Why do you think Paul's father felt the way he did about school and teachers?
8. Which do you think would be smarter? Why?
    a. To leave school so you could begin earning money?
    b. To stay in school so you could get a better job once you did leave?
9. Are people in the same family usually alike in the ways they think and behave?
10. If Paul did take Mrs. Nelson's money, can you think of several reasons why he would do such a thing?

WORKSHEET

Is it fact or opinion?

1. Paul had been to the principal's office before.
2. Paul was known to be a troublemaker in school.
3. Paul took Mrs. Nelson's five dollar bill.
4. Paul's father did not enjoy his job loading trucks.
5. There were more than five children in Paul's family.
6. Paul's father was a drunkard.

7. Paul's mother looked much older than she was.
8. Women who work are always poor mothers.
9. Nice women do not work in cocktail lounges.
10. The family usually never had a warm, home cooked dinner.
11. The parents really did not care about their children.
12. Teachers are a bunch of busybodies.
13. The best way to earn lots of money is to leave school as early as possible.
14. The principal knew Paul, so they did not have to be introduced.
15. Paul was not afraid of being sent to the principal's office.

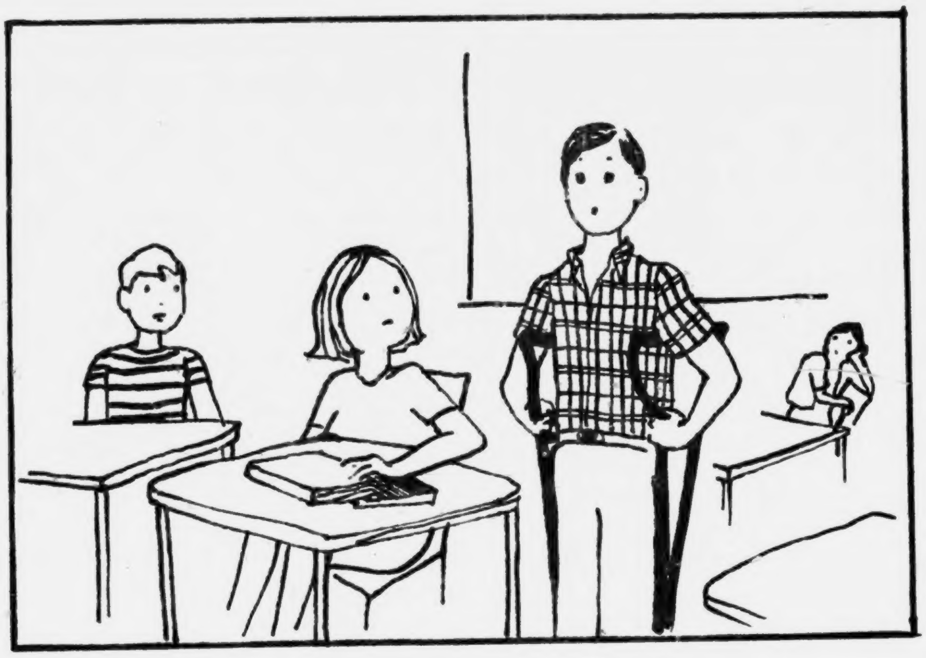
Multiple Choice - Choose the best answer.

1. Paul was a troublemaker because
    a. the teachers said he was.
    b. he always got into trouble at school.
    c. his father was a drunk
2. We know Paul is guilty of taking the money because
    a. it was right on top of the book in his desk.
    b. we do not really know Paul is guilty.
    c. Paul was always in some sort of trouble.
3. Even before Mrs. Nelson knew Paul, she had made up her mind about him because
    a. all members of a family are bound to be alike.
    b. she was a mean and unfair teacher.
    c. she believed the rumors other people had told her.
4. Paul's father was angry and grouchy with his wife and children because
    a. he was unhappy with himself and his job.
    b. he did not like his wife or family.
    c. people who are drunk often act this way.
5. Paul's mother went to work because
    a. she could not stand her husband and children.
    b. she had to help her family by earning some money.
    c. she got bored staying at home.
6. The children in Paul's family seemed to come and go because
    a. the parents were either sleeping or away and could not guide the children.
    b. the parents really did not care about the children.
    c. the children were lucky.
7. Paul's father wanted the children to hurry and finish school because
    a. he wanted them to start earning money.
    b. he was afraid they would be smarter than he.
    c. he hated teachers because they were against his children.
8. The principal did not say anything to Paul because
    a. he was too angry to speak.
    b. he was afraid Paul would sass him back.
    c. he and Paul had gone through this many times before.

JUST LIKE ANYONE ELSE

Objectives:

1. To help children understand different standards for behavior.
2. To encourage acceptance of handicaps.
3. To provide a discussion topic for interpreting behavior.



The 8:30 bell rang and all the students in Central Junior High School hurried to the first class of the new school year. The students filled the halls, but after a few minutes of pushing and shoving, everyone found the right room and the halls were empty. Empty, except for Mark. Mark was a 7th grader. This was his first day at Central. Just as he reached the top stair, the last bell rang. He looked up the hall--he saw no one. He looked in the other direction--no one! Mark was the only one late to class. "I'll just skip it," he thought. But he didn't have anywhere else to go so he sighed and headed for 201, his home room.

Mark used crutches to walk. At the door he rested his weight on his crutches and reached for the doorknob. He opened the door and swung himself into the room. Everyone looked at him. The teacher stopped talking. Mark had to walk around two rows of desks to get to the front of the room. There wasn't much room and his left crutch hit Sally's desk, knocking her books to the floor. Just as Mark started to say, "I'm sorry," Sally looked up at him and said "Clumsy!"

Mark felt so badly that he forgot what he was doing. His other crutch slipped out from under him and he fell on top of Sally's books. It seemed like everyone in the room started to laugh. Three boys in the next row started whispering, "Clumsy, Clumsy, Clumsy!" Then everybody laughed even louder.

Mrs. Newton, the teacher, told the students to hush. She asked Bobby to help Mark stand and Sally to pick up the dropped crutch. When Mark was standing by himself she smiled and said, "You are late for class. You must explain why to the principal before I can count you present."

Questions and Topics For Class Discussion.

1. Should people be given special attention or consideration if they have special handicaps?
2. How would you handle someone who always tried to take advantage of a handicap?

   For example: *A boy broke his arm and did not want to go to school because he could not write.*
3. Is there ever a good reason or excuse for making fun of people because of a handicap?
4. Which person or persons in this story acted badly? Can you explain your choice?
5. Do many people have some sort of handicap? Name and discuss some common handicaps you find in yourself or in people you know.

   Example: *poor eyesight* *mental retardation*
   left handedness *permanent physical handicaps*
   illness *overweight or underweight*

Teacher-Pupil Activity.

Draw or cut out pictures of a person with some sort of handicap. Think of ways this handicap does or does not limit this person.

WORKSHEET

Choose the best title for this story.

1. A Clumsy Boy.
2. We Help Each Other.
3. Mark's Bad Day.

What do you think the principal will do about Mark?

1. He will give Mark detention just as he would with any other child.
2. He will feel sorry for Mark because of his physical handicap.
3. He will be understanding about Mark's problem and will try to find a way for Mark to make sure he gets to class on time.

Think of some other things the principal might do.

True or False.

1. It is often confusing to find your way around on the first day of school.

   True False
2. Mark had a broken leg.

   True False
3. All the boys and girls looked at Mark because he was crippled.

   True False

4. Sally was acting in an impolite way.

True False

5. Mark was clumsy on purpose so he could make everyone laugh.

True False

6. Mrs. Newton was angry at Mark for disturbing the class.

True False

7. Mrs. Newton tried to be fair to Mark.

True False

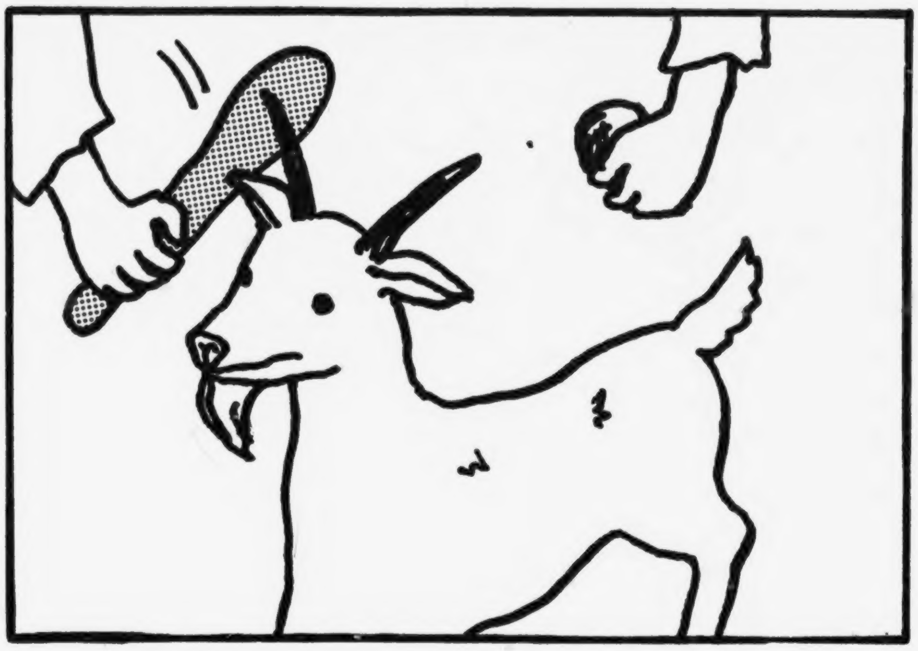
8. People with physical handicaps are always clumsy and awkward in everything they do.

True False

THE STORY OF THE SCAPEGOAT

Objectives:

1. To show how people often use a "scapegoat" to cover up for their own faults or unhappiness.
2. To attempt to get people to understand the underlying causes behind their feelings toward certain people or things.
3. To encourage self-acceptance through recognition of human faults and weaknesses.



Hundreds of years ago a custom was practiced in the Holyland among the Jewish people during the high holy day of Yom Kippur. This was a very holy and solemn day for the Jewish people, it was the Day of Atonement, or the day when the people of Israel asked God to forgive them for all the sins they committed during the year.

On this day, the Jews would go into their synagogues or temples to pray to God, asking forgiveness for all their wrongdoings. A goat was brought into the temple during the holy day service. The people believed that they could pass all their sins on to the goat and that their souls would be clean to start the coming year.

The goat, carrying all the sins of the people, was then let free. As the goat traveled through the village, the people were allowed to kick, beat and stone the animal, since the animal supposedly carried with it the meanness and cruelty found in all the people. The goat was then set into the hot dry desert to die. The people believed that when the goat died, all of their sins would die with it and that they would be clean and pure in the eyes of God.

This practice of the early Jews in Israel gave us the word "scapegoat." People today still use other people or things as their "scapegoats." This means we often use people and things to take the blame for something that is in no way their fault. Using people or things to "take the blame" is a cowardly thing to do. It seems that we cannot handle ourselves or the things we do, so we "take it out" on someone or something.

Questions and Topics For Class Discussion.

Who or what was the scapegoat in each of the following:

1. The little boy got out of bed and stubbed his toe on the corner of his desk. It hurt so badly that he was mad at himself for being so careless and stupid. He picked up one of his shoes and slammed it against the corner of the desk again and again. Then he felt much better.
   (Desk - scapegoat)
2. Mrs. Brooks was the third grade teacher at Elm Street School. On one cold winter day her car would not start and she had to wait 20 minutes in order to catch the Elm Street bus. When Mrs. Brooks finally got to school, she was mean and cranky with the children all day.
   (Children - scapegoat)
3. Tom Edwards worked at a lumber yard. He was an average worker and, even though he had worked there for ten years, never received a promotion or large raise. Mike Barker, a young bright Blackman who was an above-average worker, was working at the lumber company only five years when he was made Tom's boss. Shortly after this happened, Tom joined a club in town that would not allow Blacks to become members.
   (Blacks - scapegoat)
4. Beverly was an unhappy girl. She always seemed angry and never had a smile or kind word for anyone. Beverly did not get along with her parents. She complained that she was not popular because her clothes were not as nice as the other girls' and she was not as pretty as they were. She said her parents were to blame for these things.
   (Parents - scapegoat)

Evaluation.

1. Could the students see and site examples whereby they have either used or been used as a "scapegoat?"
2. Did the students understand some of the reasons why all people turn to scapegoating?
3. Would the students acknowledge the fact that "nobody's perfect?" and accept some of their own limitations as well as strengths?

F. VOCABULARY

advertise
alike
ancestor
background
body build
characteristic
climate
compare
courage
communicate
different
disease
diet
employers
environment
expression
favorable
features
foreign
habit
handicap
identify
imitate
immigration

immigrant
inherit
inferior
international
judges
language
litter
maternal
minority
native
negative
nursery
observe
paternal
physical
positive
prejudice
protection
prove
race
region
segregate
superior
traits
transplants

TEACHER EVALUATION

Identify lesson and specify activity.

Lesson No.: ______________________ Lesson Title: ______________________

____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision: